



Teachers' Edition

LEARNING ABOUT OUR FAMILIES



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Teachers' Manual

LEARNING ABOUT OUR FAMILIES

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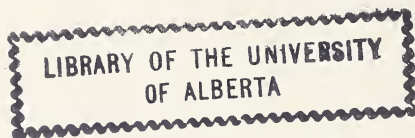
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Contents

Social Studies in the Primary Grades	1
Planning a Social Studies Program for the Primary Grades . . .	5
USING THE TEXTBOOK	5
USING COMMUNITY RESOURCES	6
TRIPS	6
VISITORS TO THE CLASSROOM	7
USING MAPS AND GLOBES	8
USING AUDIO-VISUAL AIDS	9
PLANNING CREATIVE EXPERIENCES	10
FOCUSING ON YOUR OWN COMMUNITY AND CHILDREN'S CONCERNS .	10
 Introducing <i>Learning About Our Families</i>	12
PLAN OF THE TEXT—THREE MAJOR THEMES	12
MAP AND GLOBE CONCEPTS AND SKILLS	13
INTRODUCING THE TEXT TO CHILDREN	13
USING THE TEXT	14
 <i>Procedures for Teaching</i>	
Learning About Families	15
Some First Grade Families	15
Some Families at Home	16
Visiting Some Families	16
Chester's Family Book	16

Visiting a Garage	19
The Rubber Ball	19
Planning the Trip	20
Walking to the Garage	20
At the Garage	20
The Story of Gasoline	21
 Visiting a French Family	 25
Learning French Words	25
Jeanne's Grandmother	26
Jeanne's Party at School	26
Jeanne's Family	27
Jeanne's Party at Home	27
 Learning About Water	 29
A Note from Mr. MacPherson	29
Tom's Father	29
Where Water Comes From	30
Mr. Smith's Visit	30
Tom's Family	31
 Learning About an Indian Family	 33
Henry's Picture	33
Mrs. Cherry's Visit	34
The Lightfoot Family	35
Indians at Work	35
Indian Rain Dance	35
Indian Playthings	35
How Indian Families Live	36
 Visiting a Bank	 38
Learning About a Bank	38
Walking to the Bank	39
The County Savings Bank	39
A Drive-In Window	40
The Bank Vault	40

Learning About Roads	42
The New Turnpike	42
The Old Turnpike	42
The Two Turnpikes	44
 Learning About Telephones	 46
Meeting Jerry's Father	47
People Need Telephones	47
Telephones in the City	47
Mr. Black's Work	47
Jerry's Family	47
 Visiting a Dairy Farm	 50
Sally's Farm	50
The Trip to Sally's Farm	51
At the Farm	51
How We Get Milk	51
Sally's Surprise	52
A Day on the Farm	52
 Our Family Book	 54
 PUBLISHERS AND DISTRIBUTORS	 56



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Social Studies in the Primary Grades

Learning about the world and its people is the goal of the Social Studies. This is a goal which, without a doubt, is in harmony with the interests and concerns of young children. Their fascination with exploring the world they know and learning about the people whom they see and meet has long been recognized. Today, this world of young children and the circle of people whom they meet has been greatly expanded. Children view television, listen to the radio, attend the movies, and travel with their families. Five- and six-year-olds bring to school with them a greater background of experiences and understandings than has ever before been possible.

Children are regularly bombarded with sensory experiences and unorganized information which can be confusing as well as informative. They are challenged to explore far beyond their own neighborhoods and communities while they are still attempting to comprehend their immediate environment. Children have questions which need answering. They want information and they need help in understanding the great world which is brought so close to them every day. As we see the expanding world of children and understand more about their needs and abilities, we recognize the significant role the Social Studies in the primary grades plays in satisfying the natural curiosity of children

and in challenging their continuous intellectual development. In assuming this role, the purposes which an effective Social Studies program must serve are threefold.

1. PROVIDE KNOWLEDGE AND UNDERSTANDING ABOUT THE IMMEDIATE ENVIRONMENT

Six-, seven-, and eight-year-old children want knowledge. They like to have information, they are interested in most everything they see and they want to know about these things; but, knowledge alone is not enough. It is much more important for youngsters to develop the appreciations, attitudes, and skills which enable them to use knowledge and to think about their world—to understand the people and the events in their world. Understanding is the meaning which grows from seeing relationships among facts and ideas. Thinking in the Social Studies is the utilization of facts and information to understand why people live and behave as they do, to understand why the institutions of our society are needed.

This kind of understanding is well illustrated in what can be done with the familiar topic of community helpers in the Social Studies at the primary level. In such a study, children are usually taught that there are people who help us live in the community—policemen, firemen, garbage collectors, store keepers, and many others. Chil-

dren are then made acquainted with the duties or jobs of each of these "helpers." If the study stops here, the children have simply been given information and often information they already know from everyday living. It is only if they are helped to use these facts and others to see why these services are needed, how they are supported, and their contribution to the welfare of all, that understanding and appreciation can be developed. The policeman, for instance, is essential because of the nature of group living. Young children can understand and appreciate the problems of group living which make it necessary to have someone who serves to enforce the rules or laws which people make in order to live together. Young children play games; they make elaborate rules; and they appeal to the teacher or other adults to serve as arbiter in the enforcement of their rules. Understanding this they can be helped to see similar conditions in the community and thus be helped to understand the essential nature of law enforcement.

They can also be helped to see the reasons for and the origin of the laws the policeman enforces. Once recognizing the need of all people in the community for the services of the policeman they can then begin to understand the principle of taxation (each family paying its share) as a means of enabling a community to supply these services. It is this kind of thoughtful, analytical approach which builds children's understanding of their immediate environment. Much information is needed but it is information that children can use in thinking about their world.

2. PROVIDE OPPORTUNITIES FOR CHILDREN TO EXPLORE WIDELY

While recognizing young children's need for knowledge and understanding of their

immediate environment, we also recognize that we cannot confine their interests to their own communities. Children today are challenged to explore widely and we must support their need to do this. They are interested in places and people who live far away from them. They are curious about the way things used to be. They want to know about the far-away and long ago.

As we attempt to satisfy this interest and need, we must recognize, however, that children can understand the remote in time and space only if they are able to bring meaning to it from their present everyday living. Simply talking about the far-away and long ago can become a highly abstract experience. Children will need concrete experiences and help in relating their talk to their own experiences.

This approach can be illustrated by the help given a group of young children who as a result of a television presentation became interested in dinosaurs. They asked many questions and showed considerable interest in knowing about these prehistoric animals. The teacher brought to school a set of plastic dinosaurs made to scale. The children were concerned with the size of the real animals. They found information on their sizes and measured off sections of the play area to get some notion of the relative sizes of the dinosaurs. The teacher and the children also traced the gasoline their families used in their cars back to the petroleum which was made from the decayed dinosaurs and other organic materials. The interest continued for some time with the teacher continually striving to provide concrete experiences to help children comprehend these animals that had lived so long ago.

Although we welcome children's questions and try to satisfy their expressed curiosities we do not wait for children to ask questions.

We make opportunities to extend children's understanding beyond their immediate environment at appropriate times and in appropriate ways. The many institutions and customs in the children's present lives have their roots in an interesting and significant past. We look back with children to help them see the way things used to be. This enables them to understand better the significant changes which have taken place and to grasp the idea of continued change.

Children's lives in their own communities are so greatly affected by people and products from far-away places that we guide children to see the contributions people and places make to their lives. In so doing, we help children to explore widely, but always in ways meaningful to them.

3. HELP CHILDREN VALUE PEOPLE

All of the knowledge and understanding about man and his world available today is of little use if the members of our society do not respect one another and cherish one another's rights to freedom and self-realization. Children must begin early to place great value on people and to learn the skills which enable them to work with people in achieving common goals. The understandings and appreciations developed through the Social Studies in the primary grades can contribute to this attitude toward people as children recognize the contributions others make to their lives and their well-being. This is not sufficient, however, to bring about a fundamental valuing of people.

The Social Studies program must provide for an environment in which children have many opportunities to actively plan and work with other children, to meet people from varied backgrounds and cultures different from their own, and to experience the satisfaction from serving or otherwise contribut-

ing to the welfare of other people. Children must be helped to understand that there are great differences in people and that there is an advantage in these differences. We enjoy a variety of customs, music, architecture, foods, and other things because this country is made up of people who, coming from a variety of backgrounds, are different from one another in many ways.

We have a variety of things we need in living because people have different skills and they work at different jobs. People look different, they live in different ways, and they like different things; but, they also have many things in common. The basis of true cooperation, then, is not a question of whether one looks or dresses or lives like others, but whether one can contribute to the common good.

The texts for the primary grades in the *Living In Our Times Social Studies Series* are designed to help achieve these three fundamental goals. This Series concerns itself with the interests paramount to children at their respective grade levels.

The readiness text for the first grade, *Curious Chester*, examines with the children some of their questions about school. The second text for the first grade, *Learning About Our Families*, explores a number of aspects of family living. The second grade text, *Learning About Our Neighbors*, emphasizes people living as neighbors within a community, and the third grade text, *Learning About Our Country*, extends the exploration into many different types of communities in the United States.

At each of these levels, this Series extends the children's understanding of their immediate environment by presenting valuable information and encouraging children to reason and think creatively about the situations presented. In all of the texts of the primary

grades the content extends the children's understandings beyond their own neighborhoods or communities. Children are helped to see the sources beyond their community that provide many of the things they need every day. Their concept of the long ago is extended as they are helped to see how people lived in the past and how things were made.

Throughout this Series people are im-

portant. A variety of home and family situations are presented. The presentation of a single family or home type is avoided. Children from a variety of backgrounds can find points of identification and recognition in these texts. The focus is on the interrelationships of people.

The content of each text is soundly based in history, geography, sociology, economics, anthropology, and civics.

Planning a Social Studies Program for the Primary Grades

A textbook is a valuable tool in building a sound Social Studies program. It cannot, however, be the only tool or resource used if the program is to be rich and rewarding for children. Because of the way in which children learn, it is essential that a variety of resources and materials be used to supplement the texts.

Firsthand encounters with people and community agencies, use of supplementary books, and constructive activities are important constituents of a functional program. Careful teacher planning for the inclusion of a variety of activities and teaching-learning materials is a necessity.

USING THE TEXTBOOK

A well-written textbook can serve a number of valuable purposes in the teaching of Social Studies. It can serve as the organizing focus for a series of experiences for children. When used in such a way, it supplies the basic information about each topic to children, which is supplemented by information from other books and a variety of resources. The text may also be used as a source of information for teaching units or experiences suggested by a course of study. It may also serve as one kind of reference for answering

the questions of children which arise from their day-to-day experiences in the community and the school.

The texts in this Series have been prepared to serve a variety of purposes. The teachers who wish to use these texts as the organizing focus of Social Studies experiences for children will find many suggestions for their use and for supplementary activities in the manuals. The material for children has been written in such a way as to cause them to think about the factual material presented and to observe their immediate environment more closely and seek information from a variety of sources. It is recognized that in planning to meet immediate interests and concerns of children, teachers may not wish to use the teaching units in the order presented. This can be done without difficulty. Teachers using courses of study will find these texts closely parallel the required material.

Attention has been given to keeping the reading load of these texts as light as possible. It will be noted that the readiness text requires no reading by children. Subsequent texts do not present excessively heavy vocabularies. Nevertheless, there may be some children who experience difficulty in reading

parts of the material. There are a number of ways teachers can deal with this problem. A maximum use of the carefully planned illustrations in each text will enable the slower readers to gain directly from the texts many of the ideas developed there. Frequent discussion of the pictures by the teacher and the children will help these children to gain skill in interpreting graphic materials and to use the pictures as context clues in their attempts to read the texts.

There will be occasions when the teacher and the entire class will read together the material and discuss it. On other occasions, when desirable for children to read independently, the use of committees or teams will aid in overcoming the problems of the slow readers. On these occasions the teacher will select committee members in such a way that there are combinations of faster and slower readers working together. A further help will be the provision of questions as guides for study. Each committee will be given or helped to develop specific questions to be answered. The faster readers can then read each question and all children turn to the text to find the answer which they discuss together. It will also be important to help the slower readers use very easy supplementary reading materials from which they can make a contribution.

USING COMMUNITY RESOURCES

Every community offers a great wealth of learning experiences for children. The frequent and effective use of these resources makes for a rich Social Studies program. While we recognize that young children can learn from vicarious experiences, they must have access to firsthand, concrete experiences also. These firsthand experiences give the basis for understanding the vicarious. They help children bring meaning to the

more or less abstract ideas they read about and discuss in their classrooms. They help to clarify and extend the information children are gaining.

The list of resources in any community would be extensive. Stores, museums, art galleries, community agencies, zoos, farms, people with special abilities or hobbies are only a few of the kinds of resources available. Each community is different and offers unique opportunities in addition to the range mentioned here.

Teachers must be alert to all of these possibilities in planning Social Studies experiences. Each of the teachers' manuals in this Series suggests specific resources to be used on certain occasions. Teachers will, of course, substitute where desirable and also frequently extend activities beyond those suggested.

TRIPS

Trips into the community and the observation of people at work are two very effective ways to utilize resources. Trips offer a number of values for children in the primary grades. In the first place, they provide very fine experiences in using observational and interview methods in gathering information. These methods of study are essential learnings which children must be helped to derive from their Social Studies experiences. Careful planning for trips and guidance of the children's observation will increase their sensitivity to their immediate environment and help them to grow toward independence in their own learning.

Trips are also valuable in helping children see and understand the relationships of people in the community. Watching people work together to produce a loaf of bread or a shirt helps them to understand the interdependence of people more effectively than

simply talking or reading about it. They also can gain an understanding of a process much more effectively by watching the process carried through to completion.

Trips have the additional value of providing sensory experiences which deepen and enrich learning. Hearing, seeing, smelling, and tasting are all brought into the learning process.

The effectiveness of any trip depends upon the nature of the preparation for the trip. The responsibility for careful planning resides with the teacher. The initial planning should be done with the school principal. Children's interest should not be aroused until it is certain that the trip is possible. Careful selection of the places to be visited in terms of their contributions to the children's learning and their relationship to the children's interests and background is important to the success of a trip.

If at all feasible, the teacher should investigate the place to be visited. The person who will guide the children should be informed of the purpose of the trip and helped to understand the children's level of maturity and readiness for certain kinds of information. Some preparation should be given the children for what they will see. They might be helped to list what they hope to learn on the trip or questions they wish to ask the guide.

It is indeed fortunate if the guide can communicate effectively with the children. The teacher, however, must stand ready to compensate for a poor guide. The teacher can ask questions calculated to bring out significant points and clarify explanations or point out features the children need to notice.

Following the trip, brief discussions should be held with the children. It is not always best to try to carry on a lengthy discussion immediately following the trip. This is es-

pecially true if the children are fatigued. A very brief recall of important ideas at this time helps to clarify and fix the ideas in the children's memories. Short discussions with the children over the period of several days are frequently rewarding because the children have had time to think and "digest" some of the things they have seen.

Safety precautions for such a trip are important. Careful planning for transportation or for the itinerary of a walking trip will pay handsome dividends in peace of mind for the teacher and the other adults who will be asked to go along. Planning with the two or three parents or other adults who will accompany the children will include agreements about their responsibility for groups of children and discussions of the purposes of the trip and the ways the adults can contribute to the children's learning.

VISITORS TO THE CLASSROOM

It is equally effective to bring members of the community into the classroom to help children. Every community has people who have valuable information or skills which they can share with children. Older members of the community who have seen it change and who have collected interesting information about its past can be extremely helpful to children. Frequently these people have effective story-telling skills and because they have the time they enjoy working with children. There are always people who pursue interesting hobbies and who are pleased to share their interests with children. Tradesmen or professional people are glad to demonstrate their skills and contribute information to children. Older children may have studied a subject which is of interest to your class. They can share their learning experiences. The possibilities for help from these sources are almost unlimited.

USING MAPS AND GLOBES

Many children today have experiences with maps early in their life. Road maps used for family trips are familiar to young children. Globes and other maps, if not found in the home, have come into the experiences of young children by means of television. The primary grades Social Studies program must be the place where children gain extended concepts of maps and their use.

It is essential that every classroom have available a globe and some simple maps of the country and the world. The globe is the only true map because it shows the roundness of the earth. Maps show parts of the earth flattened out and for this reason distort certain features of the earth. This understanding is a basic concept concerning maps which children will gain as they advance through their work in the area of Social Studies.

There are certain basic concepts about maps and globes which we should develop with children in the primary grades:

1. A map is a plan, picture, or diagram showing a part or all of the earth.
2. The globe is a true model of the earth because it shows its roundness.
3. A map can be used to tell you how to get from one place to another; how far it is from one place to another.
4. There are four cardinal directions: north, south, east, and west.
5. A map can be used to tell you the direction of one place from another.
6. A map tells certain facts about the earth. It can tell the kind of things that grow in an area. It can tell the number of people living in an area and many other things.
7. Directions on a map are determined by

the poles of the earth. North is not always the top of a map.

There are certain map reading skills which should have their beginnings in the primary grades:

1. Using a community map to locate and travel to a specific area.
2. Using a simple map key. (symbols for specific places and areas—land and water)
3. Locating the cardinal directions on map and globe.
4. Identifying major features of the earth—land and water.
5. Recognizing the equator divides the earth into a Northern and Southern Hemisphere.
6. Identifying land marks as north or south of the equator.
7. Using simple terms with understanding. (ocean, continent, island, equator, mountain range, and plain as introduced)
8. Locating and naming the continents and the oceans as introduced.
9. Locating our country on a map and knowing it is in the continent of North America.

The content of the primary grades texts of this Series is designed to foster the development of these understandings and skills. Early, the children meet maps showing a route to school or a map of a route for a trip into the community. The children are also introduced to political and product maps of parts of the world very early in this Series. It is intended that children will have as many opportunities as possible to see and use maps from the beginning of their Social Studies experiences. It is important, however, to recognize that simple exposure to maps will not

result in the learnings essential in the primary grades. Teachers will need to talk with children about these maps, provide many supplementary experiences with maps of the community, and otherwise consciously guide children in the acquisition of map skills and understandings.

There will be many opportunities for teachers and children to prepare and use floor plans of their classrooms and street maps of the neighborhood and community surrounding the school. As children help the teacher to map areas familiar to them and to use these maps for their excursions away from the school, they begin to see that maps are really symbolic representations of real areas and landmarks. As they insert the symbols for streets, buildings, bridges, streams, or lakes, they gain better insights as to the use and meaning of map keys.

Helping children gain a concept of the cardinal directions, north, east, south, and west, will require some direct instruction. A beginning toward this learning can be made by helping the children understand that the sun rises in the east and sets in the west. If the children go outdoors in the morning and face north, they can see that their right hand is to the east and to the sun. A repetition of this in the afternoon will help them see that their left hand is to the west and to the sun at this time. This will have to be done several times in order to fix this learning. Not all children will find this easy to remember. Some will not fully learn this until the second or third grade. It will be helpful in translating the children's understanding of cardinal directions to maps if work on maps is done on the floor with the map oriented to the north and the streets drawn in accordingly. In some classrooms teachers and children have drawn a large arrow on the floor pointing to the north. This has been left for some

time and maps oriented in terms of this direction. A small compass in the classroom is helpful in building an understanding of the cardinal directions.

USING AUDIO-VISUAL AIDS

There are a large number of audio-visual materials which help to bring reality and concreteness to the children's Social Studies experiences. Such materials as pictures, authentic objects, slides, motion pictures, filmstrips, recordings, radio, and television are valuable aids in the primary grades and should be used extensively.

Pictures on bulletin boards keep before the children pictures about the people they are studying. Pictures help children contrast ways of living and doing things. This is a learning material for which children can take much of the responsibility. The arrangement of bulletin boards is a job they like to do. They can join with the teacher in searching for pictures that illustrate their studies. In many classrooms or school libraries picture collections filed according to topics make a valuable contribution.

Actual objects representing things being studied bring reality into Social Studies experiences. The sources of such objects are numerous. Many can be collected from the children's homes. Teachers have their own collections and in some places museums will lend certain objects to schools. A little time spent inquiring about such possibilities in homes, libraries, or museums often results in rewarding exhibits.

Slides and filmstrips on a variety of subjects may be rented, purchased or borrowed for use in the classroom. In this day of extensive travel and interest in color photography many families own slides of all kinds of interesting places. Much use needs to be made of this medium for learning.

Television and motion pictures can play an important role in presenting remote places and times to children. These media are unrivaled in presenting information in a detailed and dramatic way to children.

PLANNING CREATIVE EXPERIENCES

An essential part of Social Studies experiences is the opportunity to express the ideas gained through writing, art projects, and dramatizing. These kinds of experiences give children opportunities to organize and express the ideas they are acquiring.

Encourage children to write about their experiences in ways other than reportorial, although factual writing is important. Once they have discovered the fun of creative writing, they will continue to experiment with it. Individual booklets or class books into which their creative efforts are put are convenient ways for children to organize their writing. These booklets provide an opportunity for children to expand their ideas by illustrating their stories.

Paintings and drawings by individual children and group murals are interesting, satisfying ways for children to organize and summarize their Social Studies experiences. Industrial arts experiences in weaving, paper making, candle dipping or molding, grinding flour from corn, and others are effective ways to help children understand industrial processes and the changes which have taken place since the days of tedious hand labor.

Children can also construct models of a wide range of subjects as a means of enriching their experiences. Portions of the community, a harbor, or Indian houses are but a few of the possibilities for construction in the classroom.

Dramatic play is a very effective way to aid children in extending or clarifying their Social Studies learnings. Young children

dramatize their experiences spontaneously. Throughout the primary grades this should be encouraged. This is the young child's way of identifying with activities in their world in which they cannot otherwise participate. When they assume the roles of housewives, truck drivers, airplane pilots, bulldozer operators, a pioneer hunter, or an Indian they are extending their understanding in a very effective way. Much informal dramatization should be encouraged through providing simple properties such as hats or tools and by providing the kind of flexible schedule which allows children time to spontaneously assume the different roles. There will also be times when primary grades children wish to "give" a play for others. More planning is done on these occasions but it is important to keep the costumes and settings simple and easily executed. Lines would not be memorized but come spontaneously from the children.

FOCUSING ON YOUR OWN COMMUNITY AND CHILDREN'S CONCERNS

The texts in this Series create interesting situations in which the children in the stories explore their own schools, neighborhoods, and communities. It is important that the children who are using these books be helped to focus on their own communities—that they be helped to find out about their neighborhoods and towns as the children in the books do. This means that their classrooms will be rich in materials from their own communities and in creative expressions of what they are learning.

These texts, then, are really only the starting point in helping children learn and think about the people and the institutions with which they live every day.

It will also be important to recognize that children do not become completely absorbed

in a single interest for a given period of time. They have many interests at any one time. One or two interests may be paramount but others come along regularly. We must be prepared to satisfy current and strong interests. Exciting news from television or the newspaper item which children hear parents discuss, a special day, or a weather phenomenon may capture children's concerns for a brief time. We must talk about this with them, find material for them, and otherwise satisfy their curiosity. We then can return to and continue with the ideas we have been pursuing in the texts or the Social Studies unit.

These delvings into the areas of children's

concerns are important and valuable experiences. Teachers, of course, must use sound judgment in estimating the value of each interest and the extent to which the children should be helped to pursue it at a given time.

It is not always necessary to delay work on a continuing interest for something that is of current value. Flexible scheduling of work times can make it possible for several interests to be carried along together. Different committees of children can work on separate interests at the same time. The key to success in such a way of working is careful planning with children so they know what is expected of them and therefore have adequate materials with which to work.

Introducing *Learning About Our Families*

This second Social Studies text for the first grade introduces children to a number of different families and the ways in which they live. The content represents a departure from the usual approach to family living. It does not picture an "average" family and in detail discuss the ways in which the members live. Instead, the text presents several family groups and parental occupations in our society. Children from different types of communities and homes will be able to find points of identification with the children and families in these stories. At the same time they will be expanding their understanding of the ways in which other people live and the means by which they earn their living.

PLAN OF THE TEXT—THREE MAJOR THEMES

The three major themes developed in *Curious Chester*, the readiness text for the first grade, are continued in this text. The first theme is *the recognition of the importance of differences as well as likenesses in things and people*. As the children become acquainted with the people in the stories, they see that families live in many ways. They learn that each way of living is good; each is important.

The parental occupations described in this text, give children opportunities to appreciate the contributions that people with different skills and abilities make to the com-

munity. They see that each occupation is important to the community's welfare.

The parents in the stories provide either products or services that others need. Often children can recognize readily the different natures of the kinds of work involved; e.g., the dairy farmer helps to provide the milk we drink, whereas the telephone lineman helps maintain telephone service. At times, however, children at this grade level cannot easily understand the nature of some kinds of services. The banker, for instance, will offer some problems in this respect. Children will need help in seeing that a banker serves some people by keeping their money safe, and serves others by lending them money when they need it. Children will gain great satisfaction in identifying the various workers with their own parents or others in the community. They should then be shown that each worker earns money for his living because he provides something people need and thus are willing to pay for.

The second theme is *the recognition that change is a continual process; that as man has made scientific and technological advances his ways of living have changed and because man continues to explore and discover, his ways of living will continue to change*. This theme is developed as family living and parental occupations today are contrasted with the past. The stories show

how changes have been brought about by the development of the telephone, modern means of transportation, and modern city water systems. Throughout the text, children are made aware of the effects of such technological advances on their lives.

The third theme is the *presentation of democracy as a way of living that recognizes the rights of all members of a group and requires that each person take his share of the responsibility for the welfare of all*. This theme, as in the readiness text, is developed through the relationships established in the stories. The teacher, Mrs. Green, makes decisions with the First Grade. She involves the children in certain classroom responsibilities. The class extends consideration and courtesy to the people who contribute to its study of families. Always, there is an attempt to build democratic attitudes toward people of differing occupations and socioeconomic levels. Although the stories can do much to develop concepts of democratic living, it is the way in which these concepts are implemented in the individual classroom, the manner in which children actually work and play, that determines how closely children will learn to live by democratic principles.

This text builds on the concepts developed in the readiness book, in this Social Studies Series, *Curious Chester*. Chester continues to be a central character but the readers are introduced to many other children and their families.

MAP AND GLOBE CONCEPTS AND SKILLS

This text continues to develop the understandings of maps and globes introduced in the readiness book, *Curious Chester*. The material in the stories provides opportunities for presenting and using new concepts and skills.

Concepts maintained:

A map is a plan, picture, or diagram showing a part or all of the earth.

The globe is a true model of the earth because it shows its roundness.

A map can be used to tell how to get from one place to another; how far it is from one place to another.

There are four cardinal directions: north, south, east, and west.

Concept introduced:

A map can be used to tell the direction from one place to another.

Skills maintained:

Using a community map to locate and travel to a specific area.

Identifying major features of the earth. (Land and Water)

Using simple terms with understanding. (Ocean, continent, island, equator, mountain range, plain, as introduced.)

Locating and naming the continents and the oceans as introduced.

Locating our country on a map and knowing it is on the continent of North America.

Skills introduced:

Using a simple map key (symbols for specific places and areas).

Although all these concepts and skills are important, the teacher can best decide the amount of time that is to be spent on each, and the extent to which they can be developed by her class. In no way should this list limit the teacher in developing the ideas her class is ready for. See the composite list of map and globe skills in the general introduction.

INTRODUCING THE TEXT TO CHILDREN

The initial presentation of this text should be planned so that children have an opportunity to explore the entire text. They will

wish to turn the pages and look at the pictures. They should be encouraged to talk about these pictures and to wonder about the experiences of the children in the stories.

USING THE TEXT

The text is designed to be read by the children. Effort has been made to keep the vocabulary load as light as possible while presenting interesting and challenging ideas to children. A certain number of special words, necessary for the development of Social Studies concepts, have been carefully selected. Teachers can contribute to children's understanding of these new terms by identifying, defining, and discussing them before the children read each section.

Attention has been given to the organization of the text as a means of increasing readability. The divisions have been kept short so that no story is excessively long and over-taxing on children's ability to comprehend the ideas presented. The questions for thought and further study at the end of each section also contribute to the children's understanding of the important elements in each story.

The illustrations in the text have been planned to support the written material. Consistent and effective use of these will do much to reduce reading difficulties and add

to the children's information. They can be used before reading a section as a means of stimulating interest and curiosity, as well as preparing children for the ideas to be presented. They can be used after reading as a means of clarifying and reinforcing the ideas in each story. Teachers will need to guide children's interpretations of the illustrations by calling attention to specific details of content, by asking questions about the ideas involved, and by otherwise encouraging children to notice and discuss them. Time spent in studying the illustrations, and in relating them to the content of the sections, will result in more effective learning.

The children in the text are learning about their own families and the families of their friends. Every effort should be made by the teacher to relate this material to her particular class. She should encourage the children to learn more about their own families. She should provide many firsthand experiences with the variety of people and families available in the community. Only in this way can children grow to accept and appreciate the variety of contributions people make to their lives. The teacher will find in this manual many suggestions for ways in which she can further help children to study their community and guide them in developing an appreciation for their surroundings.

Learning About Families

INTRODUCTION

There are many ways in which a first grade class can study families and the many dimensions of family life that might be investigated. The occupations of fathers are used to a large extent in this book as a means of introducing families and family differences. This does not mean that other aspects of family living are less important or less worthy of consideration.

This section can be used to launch your class into an extensive study of their own families. Such a study might continue over a long period of time and parallel the use of the text. Ideas originating in the stories could be used as well as new ones that grow out of your particular class situation.

In the first story, "Some First Grade Families," the readers again meet Chester Grant and his classmates. They also meet some of the first grade families that will be studied later.

In the second story, "Visiting Some Families," Chester's class begin their study of families. They discuss some of the ways in which they can learn about different families. They make plans for their study.

PROCEDURES AND SUGGESTIONS

Page 5

Identify the children shown on page 5 as two first grade children. They are holding

the books that they have made telling about their own families. Encourage your class to identify the parents, children, and pets that the children have drawn. You could suggest that your class might make similar books as they learn about families. See Related Activities, Number 1.

Pages 6, 7

Some First Grade Families

Page 6 can serve as an introduction to your study of families. Classroom discussion could center around the different sizes of the families shown in the illustrations. The children could also begin to talk about their own families, telling who the members are.

In some families there may be only one parent, due to either death or divorce. Many children who are products of divorce and subsequent remarriage may think of themselves as having three or more parents.

Besides parents and children, other people are often members of families. Grandparents, aunts or uncles may live within the family structure. These people too, must be considered part of the family and should be included in any study.

On page 7 we again meet Chester Grant and his first grade classmates. If your children are not familiar with these characters from the readiness text in this series, you could now introduce Chester (boy in red and white striped jersey), and Mrs. Green, the first grade teacher. If your class has read the

first text, it would be a good idea to talk about some of Chester's previous adventures and recall as much as possible about his family.

Page 8

Some Families at Home

The children will meet one of these families later in the book. In discussing the family groups shown on this page, ask such questions as:

What are the families doing?

How many children does each family have?

Are the children in the pictures helping their families? How?

How are these families like your own?

How are they different?

Try to elicit information about your own children's families through this discussion. What are the occupations, interests, and hobbies of the families in your class? This kind of study will reveal many resources that can be used in the enrichment of your family study.

Pages 9-14

Visiting Some Families

On pages 9-12 Mrs. Green and her class are deciding how they will study families. Succeeding stories tell how the class carried out their plans.

Talk with your class about the way the children in the book worked together to make their plans. When the problem was presented to the class by Mrs. Green, the children all thought about how they could help. They contributed their ideas. Their suggestions were discussed, the good and bad points weighed, and final plans made.

You might use this method to make plans with your own class for your study of families. A chart similar to the one on page 14 could be

made, and other ideas which come from you and your children, added to it. Since no two classrooms are exactly alike, there can be no one way to study families that can be considered the best way for everyone.

On page 13 Chester becomes unhappy about the suggestions to make a family book. Perhaps you have children in your class like Chester who are unsure of their abilities and feel that they cannot draw well. They must be helped to find ways within their abilities to fulfill the assignment.

Pages 15, 16

Chester's Family Book

These pages show the ways in which Chester was able to tell about his family. He used several simple methods of depicting family life. In many respects this book has turned out better than if Chester had simply drawn pictures.

This sample of the ways the children can depict their families should encourage them to make similar books. Help them think about the different symbols they could use and the new ways they could find to tell about their families.

RELATED ACTIVITIES

1. Have your children make family books similar to those made by the children in the text. In addition to books and charts about their own families, children could make others which study the family from different aspects. Titles for such books might include:

Families in our class.

Families in story books we know.

Families on television.

Families of far away places.

The children could write simple stories for

these books. They could illustrate them with pictures they draw, cut out, or make in any way they can think of. These books could be bound in construction paper and placed in your classroom library.

2. Discuss with the children television programs in which family situations are portrayed. First grade children often watch these programs even though many are aimed above their level. They receive much information about families this way. Find out what the children learn through the programs they watch. Try to clear up any misconceptions they might gain through watching material they cannot wholly understand, or material that is made inaccurate for comic effect.

It would be interesting to help children analyze the parental roles depicted on these shows. On some programs, for instance, the family is maternal centered, with the father depicted as a weak, relatively unimportant member of the family, often the butt of jokes. Other programs might show the father as an important central figure in a family with strong warm relationships between him and the other members of the family. Discussion of these programs can center around such questions as:

Who are the members of the family?

What do they do?

What kind of people are they?

Would you want to be a member of that family? Why?

Are they like your family in any way?

How are they different?

3. Introduce your children to some families outside their immediate field of experience. It might be possible to use some of the people in the school environment as resources. There may be people from families who have customs or occupations unlike any represented in your class. These people

could be invited to talk to the class about their families.

4. Read and discuss with children books in which family situations are depicted. Often children's books show the relationship of young children to different members of the family. Through story books children can also be introduced to families of other cultures. They are fascinated by stories about children and families who live in other lands. They could compare their family life with that shown in the books.

BOOKS

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KOESTER, SHARON SMITH, *Where Are You Going?* Albert Whitman & Co., 1957.

LENSKI, LOIS, *Little Family*, Doubleday & Company, Inc.

MILES, BETTY, *House for Everyone*, Alfred A. Knopf, Inc., 1958.

RADLAUER, RUTH SHAW, *About Fathers at Work*, Melmont Publishers, Inc., 1960.

STEINER, C., *Daddy Comes Home*, Doubleday & Company, Inc., 1944.

FAMILIES AROUND THE WORLD

China

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Congo

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Denmark

JENSEN, VIRGINIA, *Lars Peter's Birthday*, Abingdon Press, 1959.

Finland

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Japan

KAWAGUCHI, SANAL, *Taro's Festival Day*, Little, Brown and Co., 1957.

YASHIMA, TARO, *Crow Boy*, Doubleday & Company, Inc., 1955.

Korea

ANDERSON, POUL, *Yong Kee, Boy of Korea*, William R. Scott, Inc., 1959.

Mexico

GRAHAM, HELEN, *Little Don Pedro*, Abelard-Schuman, Ltd., 1959.

Norway

AULAIRE, INGRID and EDGAR, *Ola*, Doubleday & Company, Inc., 1949.

Puerto Rico

BROWN, JEANETTE P., *Rosita, A Little Girl of Puerto Rico*, Friendship Press, 1948.

Sweden

BESKOW, ELSA, *Pelle's New Suit*, Harper & Brothers, 1929.

Siam

AYER, JACQUELINE, *Nu Dang and His Kite*, Harcourt, Brace & World, Inc., 1959.

U.S.S.R.

REYHER, BECKY, *My Mother Is the Most Beautiful Woman in the World*, Lothrop, Lee & Shepard Co., Inc.

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Cooperative Living Series, Long FilmSlide Service, 1954, captions, color.

The Day Begins.

Mother Cares for the Family.

Father Works for the Family.

The Children Have a Busy Day.

Saturday.

Family Helpers, Society for Visual Education, 1956, captions, color.

Family Shopping Trip, Society for Visual Education, 1956, captions, color.

Families of the World, Young America Films, Inc., 1951, b&w.

Happy Family, EyeGate House, Inc., 1959, captions, color.

Home Community Series, Encyclopaedia Britannica Films, 1953, color.

Jim's Family, Society for Visual Education, 1956, captions, color.

Stories About Home and Family, Family Films, Inc., 1958, color, with records.

The Surprise, EyeGate House, Inc., 1959, captions, color.

What Do Fathers Do?, Your Lesson Filmstrips, 1958, captions, color.

FILMS

Our Family Works Together, Coronet Films, 1958, 11 min., b&w/color.

Visiting a Garage

INTRODUCTION

This section introduces the children in Chester's class to Susan Gray's father. Mr. Gray owns a garage. This begins the first grade's study of other families. They learn how one father earns a living for his family.

The material in this section also provides opportunities for learning in many areas. Among the topics that are studied are: the properties and uses of air; using maps; planning for trips; safety; garages; the uses and origin of gasoline.

Although it is important to make use of as many of these topics as possible, the degree of emphasis and the amount of time you spend with each, should depend upon the interests and varying abilities of the children in your class. Some will simply be discussed in passing. Others will warrant additional time and study.

In the first story, "The Rubber Ball," the children are in the school playground. Their ball has been punctured and the air has escaped. Susan suggests that her father, a garageman, can repair it. She will ask her father to let the First Grade come to the garage.

In the second story, "Planning the Trip," Mr. Gray sends a letter to the class inviting them to visit his garage. The class plans for their trip. They use a map to plan the route they will take to the garage.

In the third story, "Walking to the Garage," the children start out for the garage. They

follow the route they have planned and arrive at the garage.

In the fourth story, "At the Garage," Mr. Gray repairs the ball. The children have a chance to see the many kinds of work which are done at a garage.

In the fifth story, "The Story of Gasoline," the children learn about the way gasoline is produced, transported, stored, and used.

PROCEDURES AND SUGGESTIONS

Page 17

Identify Mr. Gray, the garage owner. Encourage your children to guess why the First Grade has come to the garage. Can they tell why the ball needs to be fixed, and how Mr. Gray will fix it?

Pages 18, 19, 20

The Rubber Ball

These pages set the problem situation for this section. Before reading, let the children examine the picture on page 18 and see if they can discover what is happening to the ball. After reading these pages you might ask:

Why do we put air in a ball?

What would make air leak out of a ball?

Are there any other ways in which we use air?

This discussion might lead into a study of the properties and uses of air. See Related Activities, Number 1.

Planning the Trip

These pages deal with the map Mrs. Green's class will use to plan their trip. The first text of this series contained a section on map study. Review with the children the concepts introduced then. Recall that maps are drawings of places on the earth and that maps used for different purposes are made differently. Again show them such maps as road maps, city maps, land area maps, airline maps, or world maps. Talk with the children about the differences they see in these maps and the things that are shown on each map.

Look at the maps on pages 22 and 23. Explain to the children that these are maps of the area around the school in the story. Let them study the map on page 23, and ask them how they know what the pictures on the map mean.

Call their attention to the key at the bottom of the page. This key shows that one picture stands for the school building and the other for the garage. Have the children locate these buildings on the map. Let them name the streets on which these places are located. To answer the first question, let them follow the dotted red line from the school to the garage.

As an alternate route coming back to the school, they could go along Cedar Street to First Street, and then along First Street back to the school.

Perhaps your class has constructed a simple map of the neighborhood around your school and indicated the location of their houses by means of small pictures or circles. Now you could add a key to this map and insert the meaning of the various symbols you have used, and others the children may want to add.

As the children answer the questions at the

bottom of page 24, see if they can anticipate some of the things that will be seen at the garage. Their answers can be put on a chart. This chart can be reviewed at the completion of this section. The children will be interested in seeing if the things they did anticipate were shown, what things they had not anticipated, and what things were not shown that might have been seen at a garage.

Pages 25, 26

Walking to the Garage

Use these pages to talk with the class about trips. Discuss the need for making plans and the kind of preparations that have to be made for a trip. You could start the discussion by asking: "If we were going to Mr. Gray's garage what would we have to do to get ready for the trip?" You might talk about safety and the need for rules on the trip. Review the proper ways of crossing streets, and the meaning of the colors of traffic signals.

Call attention to the picture on page 25. How are the children obeying one safety rule?

The small maps on these pages show the exact location of the class at different stages of their trip to the garage. They can be used as another means of helping your children understand that some maps show the way to travel from one place to another.

Pages 27, 28, 29

At the Garage

The pictures on page 28 show how the ball was repaired. Let the children tell you how the ball was repaired. They might have seen a flat tire fixed. The process is the same. You might raise some questions with your class about the pictures. Why must Mr. Gray clean the ball before he patches it? Why

does he burn the patch after he puts it on? How do we know the air will stay in the ball now?

Have the children discuss the activities pictured on page 29. What are the men doing in the pictures? Let the children talk about their own experiences with garages. What other jobs have they seen garage men doing?

The garage was chosen as the focal point in this section. Most children are familiar with garages, but many think that their only function is to fill the gasoline tanks of automobiles. You could discuss other aspects of garage work, such as auto maintenance and repair, to give the children a full understanding of the role of the garage in the community. It is important for them to understand the kinds of knowledge and skill the garage-man needs in order to do his job.

Pages 30-34

The Story of Gasoline

These pages deal with gasoline and how it is used in automobiles. Ask the children if they know of other machines that use gasoline. They may be familiar with power lawn mowers, motor boats, and chain saws that have gasoline engines. You could have a display of pictures of these machines, or have the children collect pictures themselves.

In discussing page 31, ask the children to explain how the stick told the man the amount of gasoline left in the tank. Have them measure the amount of liquid in a container using a ruler. You could tie this in with some of the arithmetic work and the experiences in measuring your class is having.

You might want to mention why gasoline is stored more safely underground. At this time it would be well to talk about safety measures around cars and gasoline. The fact that gasoline explodes easily should be brought out.

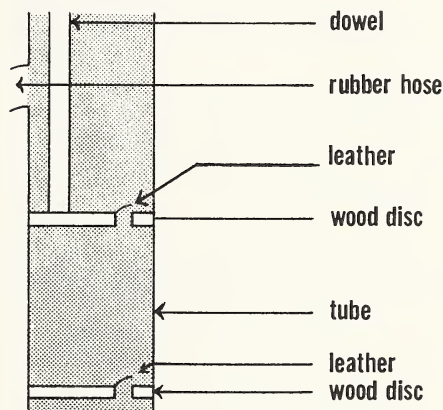
When a gasoline tank is being filled there should be great care taken to keep matches or lighted cigarettes away from the area.

Page 33 shows how gasoline comes from the storage tank to the pump above ground. You could show the class the way a pump works.

There are many kinds of pumps used to move liquids and gases. One of the most simple is the lift pump. This is the kind of pump usually found in a water well to pump water, or as a tire pump to pump air.

Here is a model for a simple lift pump which you could make in the classroom.

Materials: 1 tube; 1 dowel; 2 wooden discs (that fit snugly inside tube); 2 pieces of leather; 1 piece of rubber hose; nails.



1. Drill hole near side in each wooden disc.
2. Tack leather on discs to cover holes.
3. Nail dowel to one disc.
4. Secure other disc to bottom of tube.
5. Insert top disc with handle into tube.
6. Place pump in a pan of water.

Like most lift pumps, it consists of a cylinder in which a piston (the upper wooden disc) slides up and down.

On the first down stroke, the piston forces

air out of the lower cylinder up through the piston valve (the hole covered with the leather flap). This creates a vacuum.

On the first up stroke of the piston, atmospheric pressure forces the fluid into the lower cylinder through the intake valve (the hole in the lower disc).

On the second down stroke, the fluid forces itself past the piston valve into the upper cylinder.

The second up stroke lifts the fluid to the outlet (piece of rubber hose) where gravity forces it to leave the cylinder.

The pictures on page 34 tell concisely the story of gasoline, from the time it is extracted from the earth to the time it arrives at a garage. As you talk about each picture, bring out the different skills that are needed by the many people who are involved in providing us with gasoline.

In discussing the first picture, explain that gasoline is made from oil which is found beneath the ground. The tall frames above oil wells are called derricks.

If the children are interested in knowing how the oil came to be in the ground, you might want to tell them that all plants and animals contain oil in some form. Scientists think that perhaps the oil in the ground comes from the bodies of sea animals and plants that lived millions of years ago. These bodies were slowly covered with soil which became thicker and heavier over the years. Finally the pressure and heat forced the oil in the bodies to soak into the ground. See Related Activities, Number 2.

After the oil is pumped from the ground it is sent, often through pipelines, to the refinery. This is a large factory where gasoline is made from the crude oil.

Discuss the various methods shown of transporting gasoline from the refinery to the delivery companies. Have the children iden-

tify the tanker, truck, railroad car, and pipeline.

The children should be able to tell you how the gasoline finally arrived at the gas station from the delivery company.

You may want to study further the sources of gasoline and the products which are derived from petroleum. See Related Activities, Numbers 5-9.

RELATED ACTIVITIES

1. To demonstrate some of the properties of air which were used in the stories, you might try some of the following activities.

Air is a substance. Blow a balloon or paper bag full of air. Let the children feel it. Let them also feel an empty bag or balloon. Have them talk about the difference and the reason for it.

If you have a scale or balance, weigh a balloon that is filled with air and one that is deflated. The difference in weight is easily seen on the balance.

Take an empty shoe box and cut a small hole in the center of one end. Cover the box and press on the lid. The children will be able to feel the air as it comes out of the hole.

Air has power. Put a balloon on the table. Place a book over the balloon. Have the children blow into the balloon. They will see that the book rises as the balloon fills with air. Air in tires can hold a car up just as air can lift the book and hold it up.

2. To show that plants and animals contain oil: press or crush a peanut on a piece of white paper. An oil stain results. The children probably have had a similar experience if they have ever bought nuts in a paper bag.

Discuss what happens when a piece of bacon or other meat with fat is heated and the fat melts to form a kind of oil.

3. Young children today are interested in prehistoric life. Read stories and books about dinosaurs and other prehistoric animals.

4. Sets of plastic dinosaurs made to scale are often easily obtained. Using books and the models, find information on the sizes of various dinosaurs. Measure off sections of the play area to get some idea of their actual size.

5. If a fossil of a plant or prehistoric animal is available you could show it to the children and explain that a fossil is a print of a plant or animal left in a rock. When the animal or plant made the print, the rock was only a mixture of sand and mud. Later the mud hardened into rock and the print was left on it.

6. In the first text of this series, the children were introduced to the idea of long ago in relation to history. They began to place events in some kind of orderly sequence. You could extend this concept by using a time line to show the way petroleum products have been developed and used over the years in America.

Along the top of a long piece of mural paper draw a line. Divide this line into time periods. For example, one foot could equal one century. Rather than indicating these time periods by specific dates, you could talk with your children about events which have meaning to them and are related to their learning experiences. The dates corresponding to these events could be noted merely by a mark or picture at the appropriate spot on the time line. Place illustrations, either drawn or cut from magazines, under the markers. You might center your discussion around the following events:

When the Pilgrims landed, Indians were using oil which had seeped to the surface as fuel and medicine.

When the pioneers were traveling West in their covered wagons, they used oil in the

form of axle grease for their wagons and kerosene in their lamps.

When many of the children's grandparents were small (*circa* 1910), people were just beginning to use gasoline for fuel in automobiles.

Today fuel oil is used in homes. Diesel oil is used in ships, trucks, and industrial engines. Petroleum jelly is used for cuts and burns. Paraffin is used in making candles and in home canning. Kerosene is used in heating, cooking, and in jet fuels. Petroleum derivatives are used also in paints, plastics, and insect repellents.

7. You might want to extend the children's knowledge of map keys by having them use some of the symbols found on road maps. A local garage could supply you with maps for the children.

Point out to them the location of the key or legend, and the lines that represent the major highways. Locate the circle that stands for their community, and the main road which leads to a place well known to them.

Airports often are indicated by pictures of airplanes. The children would enjoy finding the location of these on the map.

BOOKS

ANDREWS, ROY CHAPMAN, *In the Days of Dinosaurs*, Random House, Inc., 1959.

BEIM, JERROLD, *Country Garage*, William Morrow & Co., Inc., 1952.

BLOUGH, GLENN O., *Discovering Dinosaurs*, Whittlesey House, 1960.

GOODSPEED, J. M., *Let's Go to a Garage*, G. P. Putnam's Sons, 1959.

GREENE, CARLA, *I Want To Be a Mechanic*, Childrens Press.

HOLSAERT, EUNICE, and GARTLAND, ROBERT, *Dinosaurs*, Holt, Rinehart & Winston, Inc., 1959.

HUNTINGTON, HARRIET E., *At the Service Station*, Melmont Publishers, Inc.
PETERSHAM, MAUD and Miska, *Story of Oil*, Holt, Rinehart & Winston, Inc.
PHILLIPS, ELEANOR, *About Oil*, Melmont Publishers, Inc.
PODENDORF, ILLA, *True Books of Rocks and Minerals*, Childrens Press.
ZIM, HERBERT S., *Dinosaurs*, William Morrow & Co., Inc., 1954.

FILMSTRIPS

Animals of Long Ago, Curriculum Films, 1959 (rev.), color.

Automobile Service Station, EyeGate House, 1958, captions, color.
Gas Station Attendant, EyeGate House, 1959, captions, color.
Prehistoric Animals, McGraw-Hill, 1959, captions, color.

FILMS

Air Pressure, N E T Film Service—University of Indiana, 1957, 15 min., b&w.
The Service Station, Pat Dowling Pictures, 1958, 11 min., color.
The Tankship, Pat Dowling Pictures, 1958, 12 min., color.

Visiting a French Family

INTRODUCTION

This section introduces a first grader's family that in many ways is different from the other families in this book. Mr. Plummer, Jeanne's father, owns a grocery store. He and his family live in an apartment above it. Jeanne's grandmother lives with the family. She is a native of France and still speaks French as well as English. She tries to give Jeanne a taste of her own background, through French words and French songs.

In the first story, "Learning French Words," Jeanne invites the First Grade to a birthday party at her home. She tells the children about her grandmother from whom she has learned some French words. Jeanne teaches her classmates to say, "Good Morning," in French.

"Jeanne's Grandmother," tells about the grandmother's childhood on her family's farm in France.

In the second story, "Jeanne's Party at School," the First Grade has made a birthday card and has decorated a special chair for Jeanne. The children talk about the party they will have at Jeanne's home.

"Jeanne's Family," shows the members of Jeanne's family at work and at home.

In the third story, "Jeanne's Party at Home," the First Grade meets the Plummer family and greets Jeanne's grandmother in French. At the end of the birthday celebration, Jeanne's grandmother teaches them a French song.

PROCEDURES AND SUGGESTIONS

Page 35

The idea that people come from various cultural backgrounds was introduced in the readiness text. It is further developed in this section.

Introduce Jeanne's mother and grandmother. Explain that the grandmother lived in France when she was a little girl. The people of France are called French.

Can your children guess what Grandmother and the first grade children are doing in the illustration? They will find out as they read the stories in this section.

Pages 36-39

Learning French Words

Before reading page 36, call attention to the eager expressions on the faces of the children in the picture. Let your class guess some reasons why the children are excited.

Talk about the ways in which the Normandy farm illustrated on page 37 is different from a modern farm in this country. Point out the house made of stone with the thatched roof, the haystacks in the farmyard, the long scythes for mowing the hay, and the clothing of the people. Grandmother is the girl carrying the basket.

On page 38 a few words of French are introduced. This is not an attempt to teach a foreign language to first grade children nor to suggest that the learning of a few isolated

words is an adequate approach to teaching a foreign language in the elementary school. Language, however, is an important part of a culture. Through the few words presented on this page, and later the song, a part of the flavor of the culture can be transmitted to the children in your class.

Say the French words for the children so that they can know how the French sounds: Bonjour (Bohn zhoor); Grand-mère (Grahn mair).

Explain to the children that people who live in different countries speak different languages. We in America speak the English language. People in France speak French. The words which make up the languages are different, but they have very much the same meaning. Bonjour is the French way of saying Good Morning.

You might point out also that the letters in French and English words look the same, but often do not sound the same. For instance, the short *i* in French words sounds like long *e* in English. The number ten in French is written *dix*, but it sounds like *deese*.

If your children know any foreign words or phrases, they might be able to share these with your class. You could make a chart showing some common words and phrases in different languages and their meaning in English.

Page 40

Jeanne's Grandmother

As they look at the illustrations on this page, let the children compare Grandmother's life as a child in France, with their own lives today in America. How is their work at home different from Grandmother's? How are their clothes different?

If the children do not understand that the mother is churning milk in the last picture,

explain to them that butter is made by shaking or stirring milk or cream until the fat that is in the milk forms butter. This is called churning.

The children could make their own butter by putting some heavy cream in a tightly covered jar and taking turns shaking it until the butter forms.

Discussing the location of France provides a good opportunity to extend the class's experience with world maps. Post a large map of the world on the bulletin board. Place it low enough so that the children can see it easily and can pick out different places. Allow the children to explore the map independently. If they are able, let them find the United States and France by themselves. Point out the water which separates North America and Europe. Do the children know the name of this ocean?

Pages 41, 42, 43

Jeanne's Party at School

On page 41, call attention to the special birthday chair and the birthday card shown in the illustration. Most first grades celebrate birthdays. Each, however, celebrates in its own way. You might want to use these pages to compare your own celebrations with those of Mrs. Green's class. Are there special things that you do on a birthday that Mrs. Green's class does not do? Perhaps there is another first grade in your school that celebrates birthdays differently from either your class or Mrs. Green's class. You might use that class for a comparison as well.

On page 42 Jeanne is telling the class about her house. The Plummer home is smaller than most of the homes of the other children in the class. Few of the children we meet have fathers who work so close to the home. Discuss the advantages of this situation.

(Mr. Plummer doesn't have to travel to and from work. The apartment is probably located close to shopping areas.) Do any of the children in your class have fathers who work at home or close to home?

Jeanne mentions one disadvantage to living in an apartment—the lack of space. Can the children think of any others? Would they like to live in an apartment? Why? Why not?

The house a family lives in, and the neighborhood in which the house is located, offer important learning opportunities. The teacher, however, must guide the direction of any study of home and neighborhood to keep it from deteriorating into a “my house is better than your house” contest. Children must be helped to accept differences and see the possibilities for happy, productive living in all situations.

After reading page 43, discuss the reasons why the children would have to be careful of Peter when they visit. How do younger children behave sometimes when they meet new people? Do any of your children have younger brothers or sisters? Do they help their mothers take care of them? How?

Page 44

Jeanne's Family

Have the children look carefully at the illustrations to find the answers to such questions as:

Who are the members of Jeanne's family?

What does Jeanne's father do to earn money for the family?

What does the mother do for the other members of the family?

What kind of book might Grandmother be reading to Jeanne?

What does the family enjoy doing together?

Pages 45–50

Jeanne's Party at Home

After reading pages 45–48, discuss the ways in which the children in your class celebrate their birthdays at home. Talk about the games that they like to play at parties. Some could explain the way to play games which are unfamiliar to the others in the class.

On page 49 Jeanne's grandmother sings *Frère Jacques*. Perhaps your children can learn to sing this song. You might translate it for them. “Brother James! Are you sleeping? (Bells for) morning prayers are ringing.”

RELATED ACTIVITIES

1. Many of the children in your class probably have parents or grandparents born outside of the United States. Ask the children to find out the names of the countries that their parents or grandparents came from. You could put markers on a world map or globe to show the countries of origin.

2. Use children's books to find out about the life of French children today and compare it with the information they have learned in this section about life on a French farm long ago.

3. If there are people that you know of who have lived in or visited other countries, they might be invited to your class to tell about the countries they know and to show souvenirs or slides to the class.

4. People who know foreign languages could be invited to speak to the class. Perhaps some of the members of the children's families still speak the language of the country in which they were born.

5. Records of songs and the spoken word in other languages can be played to the class.

Have the children notice the differences in the sound of various languages.

6. Compare grocery stores with supermarkets. Discuss the differences in size, the range of merchandise sold, and the way in which a customer chooses the items he wishes to buy.

If possible, visit a grocery store. Then dramatize a grocery store in the classroom. The children could bring in such items as empty food boxes and toy cash registers.

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Learning About Water

INTRODUCTION

In this section the First Grade class meets Tom's father, Mr. Smith, who is a plumber. The process of water supply is explored with the children and they have an experience with water in their class. Your children will be able to learn much about the importance of water in our lives and to discover some of its properties.

In the first story, "A Note from Mr. MacPherson," Mr. Smith is called to the school because of a break in the hot water pipes. Our everyday need for water and the importance of the plumber's job are discussed by the First Grade.

In the second story, "Where Water Comes From," springs, wells, and reservoirs as sources of water are discussed. The children learn that water is supplied by different methods in different places.

In the third story, "Mr. Smith's Visit," Tom's father returns to show the First Grade how water is siphoned. The children talk about the many ways that water can be moved.

PROCEDURES AND SUGGESTIONS

Page 51

Have your children tell you what is happening in the illustrations on page 51. In this way you can discover what your children already know about the sources and uses of water, and the work of plumbers.

Perhaps your children want to know where water comes from and how it gets to houses. You could record these questions now and see if they are answered in the stories of this section.

Pages 52-55

A Note from Mr. MacPherson

Before reading pages 52 and 53, discuss the pictures with the children and let them guess why there is no hot water and why the pipe might have broken.

On page 55 Mrs. Green talks about the importance of water. Have your children answer the question at the bottom of the page. Starting with the uses of water shown in the pictures, talk about specific ways the children have seen or might see water used. Why do we need water in school? Why do we need water at home? Why can't we live without water? Discuss what would happen if there were no water on earth.

Page 56

Tom's Father

The pictures on this page could be used to begin a discussion about plumbers and the work they do. Have you ever seen a plumber at work? What does a plumber do? What tools does he use? What does a person have to know if he wants to be a plumber? When would you call a plumber to your house?

Aside from repairing, plumbers have important jobs in the building of houses. You

might talk about a plumber's job in new construction. The children could trace the whole process of equipping a new home with plumbing. They could begin with the digging of ditches for the pipes which will connect the house to the water main and waste lines. They could go on to the installation of pipes, boiler and furnace, and end with the placing of fixtures, sink, showers, stoves, and radiators.

Pages 57, 58, 59

Where Water Comes From

With page 57 you can begin to relate rain with water supply. The children have discussed already some of the uses of water. Review these by having them tell how the picture shows some of the ways rain water is used. The trees in the forest, the plants on the farm, the animal drinking at the stream all need water.

If the children want to know how water comes from the sky you might want to tell them about the water cycle. See Related Activities, Number 2.

Page 58 shows the different ways we get water. Children have different ideas of where water comes from depending on the type of community in which they live. City children may never have seen a well or spring. Children of suburban and rural communities may have no idea of the way a city water supply is organized.

Sally and her father are getting water from a spring, a sort of fountain beneath the ground. Call attention to the "pure water" sign beside the spring. Not all water is good for drinking as it comes from the ground.

If your community does not have a central water supply you might want to emphasize more the concept of how a well supplies water. You could start with the water fall-

ing on the ground as rain. Then explain how some of this water goes into underground streams and how, in many places, if you dig deep enough you will hit water. You could remind them how a pump works. Perhaps some of the children may have seen electric pumps used to supply water in their homes.

Trace with the children the journey of the water from the lake to the house. Explain that a reservoir is a body of water set aside for the use of people in the town. Water from the lake is carried through pipes to the pumping station, where it is made safe for drinking and pumped to the town's main pipes. Smaller pipes carry the water from the main pipes to the house.

Pages 60-63

Mr. Smith's Visit

Pages 60 through 62 deal with the siphon. Introduce the word *siphon* to the children and explain that this is one way in which water can be moved from a higher place to a lower place.

The children should have no difficulty in telling you what is happening in the first three pictures on page 61. Explain what took place between the third and fourth picture by telling them that when Mr. Smith filled the tube with water, as shown in the third picture, he pinched his end of the tube just as Tom was pinching the other end. Then Tom put his end of the tube into the pail on the floor and Mr. Smith put his end into the pail of water on the table. Both released their ends of the tubes. The water in the pail on the table flows out through the tube down to the lower pail.

Page 62 shows the first grade class making practical use of the siphon in cleaning the aquarium. Point out to the children how

much easier this way is, rather than trying to tip such a heavy container and emptying out the water. It is also more advantageous to fill an aquarium with a siphon so that the plants and sand are not disturbed so much as when water is simply poured in.

Perhaps you could have an experience in your class with a siphon. It is easy to set up and children enjoy siphoning water. So that they can see the entire process, it would be well to use plastic rather than rubber tubing, and glass containers if they are available. A few children at a time should be allowed to try it. There should be some adult supervision when children are siphoning. Have some sponges and a mop available so that if water is spilled, it can be quickly and easily wiped up.

A siphon can only move water downward. To move water upward or on the same level other methods have to be used. Some of these methods are discussed on page 63. Your children might be able to think of other ways to move water.

When water moves it has great force. Often this force is put to use by people. You could talk with your class about the ways in which water pressure is used and the kinds of things that moving water can do. For example, water is used in transportation. Barges and boats often use the movements of water. Water is used to turn things. For many years mills and factories were supplied with power by water turning large water wheels. Today water power is often used to help produce electricity.

Page 64

Tom's Family

These illustrations show Mr. Smith at work and with his family. Discuss the ways in which this family is like the others the chil-

dren have met so far. Encourage the children to tell what is happening in each illustration.

RELATED ACTIVITIES

1. Building on the plumber and his work, you might want to go into the area of household repairs and the men who do them.

A discussion about repairmen and their work can center around such questions as:

What do the different repairmen do?

What does each have to know?

What kind of tools does each use?

A display of pictures showing repairmen at work could be set up in the class.

If repairmen come to your school, perhaps the children would be able to meet them. They could talk with the repairmen about their work. Perhaps they could watch them as they work. If one of the fathers of your children is a repairman he could be invited to the class to show his tools, explain his job, and show how it is done.

These activities could be followed up by dramatic play experiences where the children are given the opportunity to act out these roles. Appropriate properties should be provided for dramatic play.

2. The water cycle can be illustrated in many ways. An open dish full of water will be empty in a few days if left on a shelf. The water has evaporated into the air. If you breathe on a cold window pane, water is formed on the surface of the glass. The children may want to experiment with evaporation and condensation. The entire process can be shown at one time by placing a dish of ice cubes above a boiling tea kettle. The rising water vapor will condense on the outside of the dish.

3. The forms of water—These can be illustrated easily to the class by showing them

water, ice, and snow. You can demonstrate how these forms can be changed (melting ice, freezing water, boiling water).

4. Water goes into some things, but not into others—A paper towel or a blotter will absorb water; a glass will not. Children can experiment with the things that will and will not absorb water.

5. Children may also experiment to find out what things will float in water and what will not.

6. You could also experiment with the force of water. Small water wheels can be made by the children. (See Thurber's *Exploring Science Three*, published by Allyn & Bacon, page 126.) If placed under a running faucet, they will turn rapidly.

Children can see the force of steam by watching a loosely fitted lid move on top of a pot of boiling water. The steam can also be used to turn the water wheels that the children have made.

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Learning About an Indian Family

INTRODUCTION

All young children know about Indians. Their knowledge, however, generally comes from viewing television and motion pictures which too often present a picture of the Indian which is narrow and distorted. The necessity for providing exciting story plots, rather than depicting reality too often determines what the children see of Indian life.

To many children, the Indian is a hunter, a savage, and a murderer. Little is shown of the true Indian family. Seldom are the richly varied cultures of Indian life that existed for centuries in our country exhibited to children. They do not have the opportunity to see the Indian as a tiller of the soil, a family provider and a maker of beautifully crafted objects. Through this section you can begin to develop realistic understandings of Indian families with your children and to add to their appreciation of different ways of living.

In the first story, "Henry's Picture," Henry brings a photograph of an Indian family to school. This interests the class, and Henry's mother is invited to school to tell about the family's trip West and their visit with an Indian family.

In the second story, "Mrs. Cherry's Visit," Henry's mother comes to school and shows the children a map of her family's trip. She tells of their meeting with the Lightfoot family.

In the third story, "The Lightfoot Family," the Indian home is shown and the kind of

work done by each member of the family is described.

In the fourth story, "Indian Rain Dance," Mrs. Cherry tells the class the reasons for the dance and shows the pictures she took of it.

In the fifth story, "Indian Playthings," she tells of the toys that Indian children use.

On the last page of this section are illustrations of different Indian tribes, showing the ways Indians live today and the ways they lived long ago.

PROCEDURES AND SUGGESTIONS

Page 65

Introduce the Indians illustrated on page 65 as Pueblo Indians. Help the children identify the kachina doll, the Pueblo houses, and the activities shown. Tell them they will learn more about these people as they read this section.

Pages 66-69

Henry's Picture

Page 66 shows Henry bringing a photo to class for his family book. If your class is working on their own family books, they may wish to talk about the things they are putting in them.

Page 67 introduces the Lightfoot family. Bring to the children's attention the combination of modern and traditional dress the family is wearing.

Some of the Indian articles illustrated on page 69 may be familiar to the children. The travois (trah voy') shown in the second illustration was pulled by either a dog or a horse. The Plains Indians used them to carry their belongings when they moved their homes from place to place to follow the buffalo herds.

Not all Indians dressed alike. The kind of clothing they wore was determined partly by the climate in which they lived. Have the children talk about the advantages of leather clothing.

You could explain that the birchbark canoe was made from strips of bark from the white birch tree. These strips were sewn together and attached to a wooden frame. The seams were filled with pitch to make them waterproof.

Talk with the children about the Navaho Indian in the last picture. The Navahos are famous for their skill in weaving rugs and blankets. The blanket that is being woven will probably be sold to a tourist.

Find out what your children know about Indians already. Have they seen them on television? Do they own things that have been made by Indians? Have any of them seen real Indians? Where? What were they like?

In discussing the answer to the last question on page 69, you might want to note with the children the kinds of plans a class makes when a visitor is invited to school. Planning for the visit of a resource person can help to make the visit more worthwhile.

Pages 70-73

Mrs. Cherry's Visit

On page 70 Mrs. Cherry arrives at school to tell about her family's visit to the Lightfoot family. Talk about the way she is

dressed. Encourage the children to guess what things she has brought with her in the basket to show the class.

The map on page 71 shows the route taken by the Cherry family on their trip West. Explain to the class that this is a map of the United States. The red line shows the way the Cherry family traveled from their home in Pennsylvania to New Mexico where the Lightfoot family lives.

It might be well to display a large map of America in the classroom and trace the route on it. Point out the approximate location of your own community on this map and show the children how they might travel to New Mexico from their own homes.

To give the children some idea of distance, you could talk about how long it would take to travel by car from your community to New Mexico. Compare this with the time it might have taken the Cherry family to travel there from Pennsylvania.

Pages 72 and 73 tell about the meeting with the Lightfoot family. When reading these pages, have the children refer to the illustrations. The Pueblo village may be new to your children. They have seen and talked about different houses during the year. Discuss with them the distinctive features of a Pueblo village. What do the houses look like? What are they made of? Why are they built one on top of the other?

Pueblo is the Spanish word for village. These villages were originally built on high, flat-topped hills called mesas. Each house is set back a little from the one below it, so that the roof of the lower house forms a porch for the one above. They are made of adobe, a mixture of sandy clay, water, and small amounts of grass or straw. They originally had no doors on the side. They were entered by climbing ladders to the roof and then down through a roof door. In time of

war the ladders were taken down and the village became a fort.

The wooden poles sticking out of the edges are logs which were laid across the walls, then covered with branches or sticks and finally adobe put on top. This formed the roof.

Pages 74, 75, 76

The Lightfoot Family

These pages tell about the life of the Pueblo Indians. Have the children look carefully at the pictures and answer the questions at the bottom of these pages.

Explain that the girl in the picture on page 74 is grinding corn to make flour for a kind of corn bread. The herbs hanging from the ceiling are used as flavoring for their food. Many of the houses are made up of one large room. Call attention to the hanging cradle and the many blankets hanging near the wall. A wood burning stove has been set into the opening of an old fireplace.

Much of the wool from the sheep that the boy is tending probably will be used to make blankets such as the ones shown on page 74.

Besides corn and squash, the Pueblos also grow beans and pumpkins. Some have cotton and tobacco farms. Most of the vegetables shown will be eaten by the Lightfoot family and the rest sold.

On page 76 you have an opportunity to point out how Mr. Lightfoot is like many other fathers. He goes to work each morning to earn a living. This might help to clarify any misconceptions your children might have that Indians are confined to their reservations.

Page 77

Indians at Work

You could ask the children to tell you what the Indians are doing in each illustration. If

you have any of the products being made, show them to your class. You might want to contrast the processes used by the Indians in making jewelry, pottery, and baking bread, with modern methods for producing the same products. The children should notice that although hand methods are used by the Indians in making some things, they also use modern machinery, such as the tractor, in their work.

Pages 78, 79

Indian Rain Dance

Before reading these pages, let the children guess what might be happening in the pictures on page 79. The Rain Dance was originally a very meaningful ceremonial rite. Today the Indians allow tourists and other visitors to view them. The children will notice the colorful dress and decorations of the dancers. These are important parts of the ritual. Some of the children's kachina dolls wear similar clothing.

The Kachina was considered a kind of divine being who intervened between God and man. The rhythmic shaking of the rattles represented the sound of falling rain. The men whose bodies are painted with stripes are the *koshare*, or sacred clowns. They represent powerful spirits.

Page 80

Indian Playthings

This page tells something about the lives of Indian children. Although, out of necessity, the Indian children assume responsible roles sooner than most of the children we know, they still have time to play and toys to play with. Traditionally, the Indian began training for adulthood with the play of his

childhood. The boy with his bow and arrow was learning to be a hunter. The girl with her doll was preparing for motherhood. Although the life of the Indian has changed and the adult Indian is no longer primarily a hunter, child rearing practices and the toys offered for childhood have not yet similarly changed.

Page 81

Here is a pictorial review of the things the children have learned in this section. As in other families, the father must go to work to earn a living; the mother prepares the food and cares for the home; the children go to school and help their parents.

Page 82

How Indian Families Live

These illustrations are designed to show the variety of Indian cultures—past and present. As you discuss each one with the children, bring out such differences as housing and clothing.

The first column of illustrations presents Indians today living in quite different circumstances from one another.

Bring out the fact that many Indians, like the ones in the top picture, live in cities and are completely urbanized.

The Seminole Indians of Florida live in palm-thatched huts called chidkees. Their cotton clothes are based on Spanish costumes of the eighteenth century. Today, the Seminoles make their living by hunting, fishing, or farming.

The dirt and rock house of the Navaho sheep herder of the Southwest is called a hogan.

North American Indians of long ago also lived in different ways, depending on their

tribal customs, the nature of the area in which they lived, and the technology they had developed. The bark long houses of the eastern Iroquois, the earth lodges of the Pawnee, and the familiar tepee of the Plains Indian illustrate these differences.

RELATED ACTIVITIES

1. *Indian life.* Set up in the classroom a display of Indian material. This could include such items as pictures of Indians, hand-crafted jewelry, rugs, blankets, pottery, moccasins, headdresses, and models of Indian homes and canoes. Indian arrowheads are sometimes found in excavations.

Recordings of Indian music can be used to teach Indian songs and dances.

Often an older grade will also be studying Indian life. The older children might be invited as resource people to help your children learn more about Indians.

If there are Indian people living in the community, they could be invited to talk with the children.

2. *Family Trips.* Like the Cherry family, some children in your class probably have been on trips to various places. Have these children talk about the trips they have taken and the things they saw. They might bring articles into class that tell about these trips—a map or a souvenir. They could write simple stories about their adventures, illustrate them and bind them into books.

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Visiting a Bank

INTRODUCTION

In this section the children meet a new type of parental occupation, the so-called white collar workers, and learn about an important community institution, the bank.

Children are already familiar with the work of the plumber, storekeeper, and garageman. Office workers deal with less tangible tasks than these men. Because their work is not directly involved with the actual process of producing and distributing goods or services, children will need help in understanding their kind of work.

In the first story, "Learning About a Bank," Mary Berg tells the class of her father's new job. He is a bank teller. Tom's grandfather is a guard in the same bank. This leads the First Grade to want to visit the bank. They write a letter asking for an appointment. Mr. White, the bank president, sends the class an invitation to come for a visit.

In the second story, "Walking to the Bank," the First Grade, using a map, plan their walk to the bank.

In the third story, "The County Savings Bank," the children arrive at the bank. They meet Tom's grandfather who takes them to Mr. White. Mr. White tells the children about the bank and lets them watch a deposit being made.

In the fourth story, "The Bank Vault," the children visit the vault with Mary's father and see the precautions taken to insure the safety of the bank's money. They also learn what the bank does with its deposits.

The last page reviews the key ideas about banks that the children have learned.

PROCEDURES AND SUGGESTIONS

Page 83

The illustrations on page 83 should arouse the children's interest in banks. Probably some of the children in your class have gone to banks with their parents. These children could compare the banks they visited with the illustrations. Do they know why people go to banks?

Pages 84, 85, 86

Learning About a Bank

Before reading pages 84 and 85, talk about the bank teller and the bank guard. Do they know what these people do in the banks? Help your children see that there are other people who work in banks in many different kinds of jobs. Bookkeepers, clerks, accountants, loan advisers, executives, and messengers all have roles in the bank's work.

Page 86 shows the letters written by Mrs. Green's class and by the bank president. This page could be used in relation to the Language Arts program in your class. The children have seen other letters used previously in the text. Have the class look at these letters and at the one on page 21. Discuss the reasons for writing letters, and the way we write them. Make the children

aware of the forms of letters, the greeting, body, closing, and the signature.

Page 87

Walking to the Bank

This page shows the map that Mrs. Green's class uses to plan their trip. If the idea of direction has not been introduced to the children already, this would be a good time to do so. They will need some experiences with direction outdoors before applying the understandings to work with maps.

You could begin by selecting a few children to stand on the ground outside the classroom window during lunch hour. Tell them to look for their shadows, then turn and face in the direction the shadows are pointing. (The sun is in the southern sky at noon. Their shadows will point north.) After lunch, these children could report to the class and face the way their shadows pointed outside. You could then explain that we call this way north. Put a placard marked NORTH on this side of the room. Talk about children's houses and familiar landmarks which are in this direction. Explain that whenever we travel this way from the school, we are going north.

Put the neighborhood map that the class has made on the floor or a table facing the northern side of the room. Have the children pick out the school and the places you have just talked about. When they understand where north is in relation to these places on the map, write NORTH on the map.

When the children know where north is from the school and their homes, you could then go on to discuss other directions in a similar manner. They will need a great deal of practice in using direction before they know the four cardinal directions. Many

children will not fully understand them until the second or third grade.

After your children have had other experiences with direction, you could use the map on page 87 to develop their skill in working with map directions.

Review the idea of a map key, introduced in "Visiting a Garage." Have the children identify the picture symbols, locate the buildings they represent, and, tracing the red line, follow the route the children will take to the bank.

They could then trace the route again and tell, not just the streets the First Grade will walk down, but also the direction in which they will go. For instance, they walked east on Cherry Street and then south on First Street.

Pages 88-93

The County Savings Bank

On these pages Mrs. Green's class arrives at the bank and learns from Mr. White how people save at the bank.

The children understand easily the jobs of the teller and the guard. The teller handles people's money and makes notations in their passbooks. The bank guard spends his day seeing that the bank's money is not stolen, and directing the people who come to the bank. But what does the bank president do? Similar to the school principal, he spends his day making decisions and expediting the work of others. The products of his labors cannot be seen immediately.

After reading page 91, you could discuss saving with your children. You might deal with the reasons for saving and the various ways people save money. If any of the children have saved money they can tell about how they save, whether in a coin bank, a savings bank, or other ways. If they have a

special purpose for saving, they can tell this to the class.

Many schools have school savings programs in cooperation with local banks. If your school has one this might be a good time to introduce your children to it. They can begin to save regularly this way. They will receive interest on their savings and will have passbooks similar to those used in regular savings banks.

On pages 92 and 93 Mr. White shows the class how deposits are made in the bank. After reading page 92, the children may be interested in the machine the teller uses to note deposits in the bank books. In many ways this machine looks like the large cash registers at supermarkets. You may want to talk about the difference between this machine and a cash register.

If children have a bank book of their own, they could compare it with the one shown on page 93. Explain the meaning of the terms deposit and withdrawal.

Page 94

A Drive-In Window

After the children have examined the pictures and answered the questions at the bottom of this page, you could discuss with them other methods of depositing money which the banks in your community use. Some banks have sidewalk deposit windows, night depositories, subway deposit windows and banking by mail. Some of the children in the class may be familiar with these if their parents make use of them.

Pages 95-98

The Bank Vault

On pages 95 and 96 Mr. Berg shows the class the vault and explains the burglar alarm

system to the children. It can be pointed out that the bank uses many ways to safeguard the money of its depositors.

Before reading page 97, explain to the children that the money saved by people in banks is not just kept in the vault as a child stores his pennies in a coin bank at home. Only a small part of the money is kept in the vault as a cash reserve. The bank uses the money that people put into it.

Try to help the children understand that sometimes people need a great deal of money at one time. Because the bank has the money of its depositors, it can lend people this money. The people who borrow money from the bank pay the bank interest for letting them have the money. The bank in turn pays interest to the depositors for the use of their money. This may be a new concept for children. They may have difficulty in understanding that saving money does not necessarily mean hoarding it. It may mean, among other things, learning to use it wisely.

As the children study the illustrations on page 98, you might ask such questions as: Where can you save your money? Who are the two men in the second picture? What do they do? What is in the bank book? How does the bank keep money safe?

Help them see that bank loans have helped one man buy his car, the woman pay for her hospital bill, and the store owner start his own business.

RELATED ACTIVITIES

1. Most banks are extremely cooperative and can be called upon to help you in your study of banks. You can probably arrange a trip to a bank in your neighborhood. The children will be able to see for themselves the many things talked about in this section

on such a trip. The bank could also furnish you with material that could be used by your class.

Pictures of different banks could make an interesting exhibit. Banks, like houses, differ in their architectural style. Many of the older banks have Romanesque façades. Their interiors have a closed look with tellers often at barred windows. Newer banks have a less oppressive look. Their exteriors often blend easily into the surrounding architecture. Bars have given way to glass and stainless steel trim.

Materials used by the banks might also make an interesting display. Sample pass-books, deposit and withdrawal forms, and checks might be shown to the class. As you display them you can talk to the class about the uses of these forms.

2. This section might encourage the children to learn more about money. You might start a study of money by familiarizing your children with the various denominations of our American currency. Display the different coins in use—penny, nickel, dime, quarter, half dollar, and silver dollar. Talk about the size of each, the value of each, and the material used in their manufacture. Have the children see the relationships between the values of each coin (Five pennies equal one nickel; ten pennies equal one dime). They could have experience in changing the various coins for their equivalents. You might want to substitute play money for real coins for this activity. In dealing with paper money, the children will notice that the values differ even though the size and the material remain the same. Differences can be noted only in the printing and the numbers on the bills.

3. Some of your children may have money from other countries. These could be displayed in the classroom. You could tell the

children where the money originally came from and what it is worth. Through these, your children can learn that each country has its own money, with denominations that are different from our own.

4. In some cultures money, as we know it, does not exist. Barter systems are adequate or other materials, such as shells or beads, are used instead of coins. You might wish to discuss with the class such ideas as:

Why do we need money?

Who makes the money we use?

What do other people use for money?

What did people use long ago?

Did Indians use money?

5. Along with your study of the people who work in banks you might also wish to study other white collar jobs. If any of the children in the class have parents who work in offices, you could have their children tell about the work they do. Perhaps a father, or mother, who works in an office can come to school to describe their job to the class.

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FILMSTRIPS

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Money Lessons for Primary Grades, Visual Education Consultants Inc., 1957, captions, b&w.

FILMS

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Learning About Roads

INTRODUCTION

This section deals with the importance of roads in transportation and their evolution over the years. The children have an opportunity to extend their understanding of roads, past and present. They learn about the construction and use of toll roads. They will be able to understand better the advances in road construction which are necessary to keep pace with our progress in technology and our changing ways of living. The children are also introduced to a family that lived beside the old turnpike.

In the first story, "The New Turnpike," the children have been on a trip to watch the new turnpike being built. Mrs. Green invites Mr. Clark to tell about the old turnpike which he knew seventy years ago.

In the second story, "The Old Turnpike," Mr. Clark tells why the old turnpike was built. He also describes the way it was operated and tells a story about the first time he collected a toll.

The last page, "The Two Turnpikes," illustrates the contrast between the old and the new turnpikes and emphasizes the continual need for new kinds of roads.

PROCEDURES AND SUGGESTIONS

Page 99

Explain to the children that the illustrations on this page show two kinds of toll roads, or turnpikes, and some of the men and machines used to build them.

Encourage the children to compare the two roads. Talk about such differences as their size and the kind of vehicles that use them. You could also discuss the reasons for charging tolls for the use of the roads.

Pages 100, 101, 102

The New Turnpike

Use the illustrations on pages 100 and 101 to initiate a discussion of road construction. It might center around such questions as:

Why does it take such large machines to build roads?

The big machinery used in road building holds a great fascination for children. Boys especially may be familiar with the names of some of the machines shown. Books about machinery and road construction can be used to advantage here.

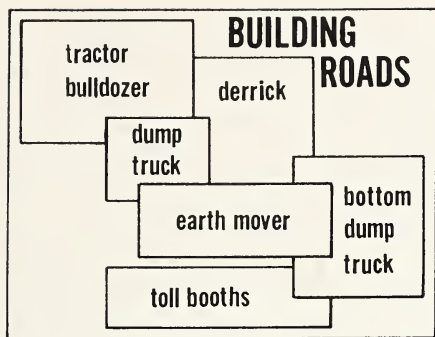
If there is a road being constructed near your school, you might take your class to visit it. This would develop greatly their understanding of the road building process. They will be able to compare the work they see with the illustrations in the book.

The diagram on the next page indicates the names of the machines shown in the illustration on page 102.

Pages 103-107

The Old Turnpike

On page 103 Mr. Clark tells of the need for building the old turnpike. Have the children imagine themselves in the buggy in the illustration. What would it be like to take



a trip on such a dirt road? Would they like it? Why not?

On page 104 the children learn how the old turnpike was built. The illustration here presents quite a contrast in methods of highway construction with pages 100 and 101. Let the children turn back to the first pages and talk about the differences in the two methods. Why didn't the men use machines in building the corduroy road? What kind of materials do we use for roads today? (Asphalt is another petroleum derivative.) Why don't we use corduroy roads today?

Corduroy road was a term used to describe the roads made of trees and dirt. The term was used because of the similarity of the road's surface to the surface of corduroy fabric. Children will enjoy this term applied to roads.

Use the illustration on page 104 to follow the sequence of events in the construction of the road. One group of men cut down the trees to be used. The next group stripped the branches from the trees. Horses dragged the trees to the prepared roadbed where the trees were laid close together. Any space between them was filled with soil and packed down to make a firm surface.

Pages 105 through 107 tell about the family life of the tollkeeper on the old turnpike

and can be used to contrast the methods of toll collection today and long ago.

Long ago, a turnpike had a gate or bar across the road at the tollkeeper's house. The toll was collected by the keeper who then raised the bar and allowed the rider to pass along the road. The job was not a full-time one, so the tollkeeper pursued other work when not busy at the tollgate. Often, inns were built near tollgates, so that the tollkeeper might also be an innkeeper.

Today tolls are collected in different ways. Some of your children probably have driven along toll roads with their families. They might be able to tell the class how tolls are collected on turnpikes today.

On some turnpikes a ticket is given to the driver of an automobile as he enters the turnpike. The driver gives back this ticket when he leaves the turnpike and pays for the whole trip. On other turnpikes there are toll booths at intervals along the way, and the driver pays for the use of each section of the trip separately. Some of these tolls are collected by tollkeepers. Others are collected by automatic devices which count the money and flash a green light if the amount is correct or sound an alarm if it is incorrect.

In reading these pages, talk about the reasons why the Clark family lived so close to the tollgate, the kind of work Mr. Clark's father did besides taking care of the tollgate, and the differences in the job of a tollgate keeper long ago and today.

Today a tollkeeper works full time at his job. He may live many miles from the tollgate and travel over a super highway to reach his work. On many turnpikes there is a collector on duty twenty-four hours a day.

You might also discuss the reasons why people did not travel very much long ago. You could have the children imagine what it

was like living long ago in Mr. Clark's house. When Mr. Clark was not helping his father, what might he have done to enjoy himself? Since there was no radio or television, what might the family have done at night when the work for the day was over?

On page 107 Mr. Clark tells about taking the toll money for the first time. Do any of the children in your class help their fathers with their work?

Page 108

The Two Turnpikes

The pictures on this page illustrate the contrast between the old and new turnpikes. The last two questions offer an opportunity to review the key ideas in the stories and to help the children understand that the need for swift, safe automobile travel has led to the building of super highways and turnpikes.

Have the children imagine what it would be like to travel in a modern automobile over the old turnpike. You could point out that as more and more people have cars and travel farther, even the new highways may have to be made larger and others built to keep pace with the needs of the people.

RELATED ACTIVITIES

1. *Highway Transportation.* Spend some time talking about the various means of transportation used on highways. There are tank trucks for gasoline, oil, syrup, and milk; refrigerated trucks for meat and fresh vegetables; great vans for moving furniture and heavy machinery; trailers for carrying new automobiles; and many others. Boys could bring in their truck models and tell the class what each does.

Pictures showing the development of the automobile from the first small vehicle to the large modern car and truck can be found in encyclopedias. Sets of these are also available from time to time from automobile manufacturers. Children may have their own plastic models of early cars or they might view museum exhibits of these cars.

Invite people who travel for their living to visit the class. A truck driver who makes long trips would have interesting information to contribute about his travels and the arrangements he has for sleeping while a relief driver takes over his job. There may be a parent or some member of the school community who works at this kind of job and who would be willing to talk with the children.

2. *Highway Safety.* Road signs are placed on the road to tell drivers about specific conditions. In walking around the school area you will probably be able to find some road signs. The children might want to record the signs that they see. They will also notice that different road signs have different shapes. You could discuss with them the reasons for these differences in shape. Many state highway departments will furnish you with information regarding the shapes of the signs and their meaning.

Besides the familiar color traffic signals, in some larger communities there may also be WALK, DON'T WALK, and WAIT signals. Discuss these also with the children if they are in your area.

Discuss and make charts of safety rules children should follow when traveling in cars or busses; e.g., Don't lean out of windows.

Have children, portraying parents and their children, dramatize good and bad travel behavior.

Talk about the damage people do to the beauty of the countryside by throwing trash from cars. The children could make litter

bags of strong brown bags and decorate them. Then add strips of masking tape, or run string around the top so that they can be hung in a car.

The children should be made aware of the danger of forest fires from careless smokers who throw burning cigarettes or cigars from cars. They could see to it that the ashtrays in the family car are emptied and remind adults to use them.

3. *Road Maintenance.* Roads are continually in need of repairs. The process is different from that of road building. Your children may be interested in finding out what machines and materials are used. Perhaps they can see a road undergoing repairs near your school. Besides repairs, other types of maintenance also have to be done on roads. Such things as repainting of lines, installing and repairing lighting, snow removal and the cleaning of the roads and their edges are all of interest to young children.

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FILMSTRIPS

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FILMS

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Learning About Telephones

INTRODUCTION

In this section the children meet Mr. Black, Jerry's father, who is a telephone lineman. Through him, the children learn about the work that must be done to maintain telephone service and study the telephone as a means of communication. You might use the material here to introduce your class to a study of other means of communication—past, present, and future.

In the first story, "Meeting Jerry's Father," Jerry, who has just arrived at school in his father's truck, is telling the First Grade about the job of a telephone lineman. The children go outside to watch Jerry's father at his work. They note the way the lineman climbs poles and the safety devices he uses as he works.

In the second story, "People Need Telephones," Mr. Black tells the children about telephone lines. He explains how they are installed and maintained.

"Mr. Black's Work," illustrates some of the ways telephones can be used to help people.

"Jerry's Family," shows the members of Jerry's family working together and enjoying themselves.

PROCEDURES AND SUGGESTIONS

Page 109

Before reading this section, it might be well to discover what the children already know about telephones and their operation.

Pictures showing the various types of telephones could be displayed beforehand, as well as pictures of telephone operators at work and telephone linemen repairing telephone facilities.

Local telephone companies are excellent sources of material. Generally they are very cooperative in providing charts, and other audio-visual material. Sometimes they are even willing to supply a class with an old telephone.

Through discussion, you can begin to explore the experiences that children have had with telephones. Ask: Have you ever used a telephone? How do you call someone on the telephone? How do you use the dial?

Using a telephone supplied by the local telephone company or a toy telephone, have the children demonstrate the correct way to dial a number. Does each child know his own telephone number?

Children can also practice the correct way to answer a telephone. You could discuss and make a chart of good telephone manners. For example: Do speak slowly and clearly. Don't bang the receiver or break in on other calls. Emphasize the fact that the telephone is not a toy.

Talk about the people who keep our telephones in good working order. Introduce Mr. Black, the telephone lineman, who is climbing the pole on page 109. The children will learn more about the men working with the cables as they read the stories in this section.

Meeting Jerry's Father

The questions at the bottom of page 111 can be used to arouse curiosity about the job of a lineman and to stimulate interest in learning more about his job.

Pages 112 through 115 deal with the way the lineman works and the safety equipment he uses. Have the children study the pictures and find the various pieces of equipment discussed on each page.

The lineman's special goggles and gloves might lead into a discussion of safety around the home, especially in regard to electricity and the uses of electric appliances. The lineman wears his gloves to protect him from electric shock. Talk about the ways people are protected from shock at home. For example: Most wiring is in the walls. Electric lamp and appliance wires are covered. You could also discuss the things children should not do in their homes because of the danger of electric shock.

People Need Telephones

In discussing the illustrations on page 116, point out to the children the dangers a repair man faces in doing his work. Help them to appreciate the fact that he often risks his life during storms in order to help others.

The illustration on page 117 shows the first step in bringing telephone service to neighborhoods where new houses are being built. Call attention to the fact that the poles are put up before the houses are completely built. The telephone company will be prepared to provide telephone service by the time the people have moved into the houses.

Talk about the lineman's job in new houses. When would the lineman have to work in the

house, before it was built, while it was being built, or after it was built? Where might the lineman put the new telephone(s) in the new house? Why?

Perhaps some of the children have seen telephones being installed. They could relate this experience to the class.

Telephones in the City

This page shows repairs being made on lines in the city. If the children have difficulty in answering the questions at the bottom of the page, explain that there are thousands of telephones in the city. If all the lines were above the ground, there would be a jumble of crisscrossed wires above the streets. Also, many tall buildings are close to the street, leaving little room for telephone poles. Therefore, the telephone lines are in cables under the street.

The yellow cover with the red flags is a safety device to let people know that there are men working in the area and that the manhole cover is off.

Mr. Black's Work

Discuss the importance of the telephone in each situation illustrated. The telephone is convenient for ordering groceries. It may help to save lives in time of fire or flood.

Encourage the children to think of other situations in which the telephone helps people.

Jerry's Family

Talk about the types of family activity shown. How are the members of the family

helping each other? Where might they be going on their trip? How many people are in Jerry's family?

Bring out the fact that Mr. Black's job is not only helpful to the community but is also his way of earning a living to support his family.

RELATED ACTIVITIES

1. *How a telephone works.* The first text of this series dealt with the production and transmission of sound in relation to the violin. This section is concerned with sound in relation to the telephone.

If a telephone is available in your class, you could take off the covers of the transmitting and receiving ends and show your children the insides of the telephone. They will find that the transmitter contains a metal disc with a cloth diaphragm attached to a carbon grid in contact with carbon granules. The receiving end also contains a diaphragm and an electromagnet. (Telephone technology is constantly changing. The things you find inside a telephone may vary, but the principles of their use are constant.)

When people are speaking to each other over two telephones, a current of electricity is flowing through the wires between the telephones.

As a person speaks into the transmitter, the sound waves which are produced cause the diaphragm to vibrate. The vibrating diaphragm packs the carbon granules more or less tightly together, depending upon the intensity of the sound waves being produced. The strength of the electric current flowing through the wire is governed by the compactness of these granules. The more tightly they are packed, the stronger is the current.

These varying intensities of electric cur-

rent pass through the wire to the receiver of the telephone at the other end. They activate the electromagnet which causes the diaphragm to vibrate in unison with the speaker diaphragm. This vibrating diaphragm produces sound waves in the air between itself and the eardrum, thus reproducing the words of the speaker at the transmitting end.

In dealing with this concept of sound transmission, it is not important that the children understand all the technical aspects of the telephone. They can, however, begin to be aware of the interrelationship between sound, electricity, and magnets. The more the teacher understands, the better able she is to find simple, direct answers to children's questions.

Most children have had experiences with electric bells and buzzers. These experiences can be amplified in the classroom. (See Thurber's *Exploring Science Two*, page 96.) The use of the bell and buzzer can help the children see one way in which electric current can be used to produce sound.

2. *Communication.* Besides the telephone, there are many other means of communication that are used in our society. Beginning with the long ago, you can show how techniques developed to produce the many kinds of communication in use today.

Collect pictures of various methods of communication—past and present. These might include: smoke signals, drums, Pony Express riders, flags on ships, telegraph, radio, television, newspaper, tape recorder.

Have a display of real objects or toy models of instruments used as means of communication today.

3. From your local telephone company obtain pictures of the different telephones which people have used through the years, from the first invention to present day models. Discuss these in relation to the kind of

telephone their grandfathers used, and the kind their fathers used.

Point out the more recent developments in telephone technology which have produced such telephones as the mobile radio telephones used in cars, trains, and trucks.

Radiotelephony is a system where electrical impulses are changed into radio waves. This is used to make calls from ships at sea to land, and also in making many overseas calls. Today a person in America can reach nearly any other telephone in the world.

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FILMS

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Visiting a Dairy Farm

INTRODUCTION

In this section the First Grade is invited to visit a farm. In studying this material your children will be able to learn about dairy farms, farm families, and about the many steps involved in the production and the distribution of milk.

In the first story, "Sally's Farm," the First Grade receives an invitation to visit Sally Brown's farm. The children talk about the farm, and Sally tells them of a surprise she has prepared for them when they come to the farm.

In the second story, "The Trip to Sally's Farm," the children receive permission to go on the trip. They ride in the school bus to the farm. Along the way they see a rural postman delivering mail.

In the third story, "At the Farm," the First Grade sees the farm buildings and the various animals on the farm.

The page "How We Get Milk," illustrates the various stages in the process of milk production and distribution.

In the fourth story, "Sally's Surprise," Sally shows the children her chickens and the surprise she has prepared. Each child is given a ride in a wagon pulled by a goat. After the ride, the children have a picnic and return to school.

The final pages of the section, "A Day on the Farm," pictures the work done on a farm as well as some of the recreational activities of a farm family.

PROCEDURES AND SUGGESTIONS

Page 121

The illustration on this page will help your children understand the term *dairy farm*. Many of them may be aware that milk comes from cows, but they may not know that the place where the cows are raised is called a dairy farm.

Pages 122, 123, 124

Sally's Farm

Before reading the section, have the children look at the pictures on pages 122 and 123. Call attention to the seedlings the first grade class is growing. You might ask such questions as: What kind of plants do you think these are? Do any of you have gardens at home? What do you grow? Where do most of the vegetables that we eat come from? Because modern life has moved people away from the process of food production, young children often have hazy notions about the origins of the food they eat.

If any of your children have been to a farm they could describe their experiences to the class. Although different kinds of farms produce different things, there are certain similarities in all farms. A wheat farmer raises wheat which he sells. A dairy farmer has cows which produce the milk that the dairy farmer sells.

On pages 122 and 123 Sally is telling the class about the animals found on her farm.

Have the children draw or describe each animal and tell how it is useful to man. They could include other animals that are not mentioned here.

Sally has a surprise for the first grade class. Your class may want to guess the surprise. They could write their guesses on a chart and check them later in the section.

Page 124 shows the preparations that have to be made by the First Grade for their trip. Although the First Grade has been on trips before they have never had to make such extensive preparations. Talk with your class about the difference in planning for this trip and for the previous trips. As the pictures are studied, discuss the reasons for the necessity for parental permission, and permission from Mr. Ray, the principal, and the need to provide transportation.

Ask the children what they would like to see and learn about if they were going to Sally's farm. You could make a chart of their questions and see if they are answered in the stories.

Pages 125, 126, 127

The Trip to Sally's Farm

The First Grade is going to the farm by bus. Review with your children the proper bus behavior you have discussed previously in connection with "Learning About Roads."

You might call attention to the boy in the illustration who is rushing to catch up with the others. Talk about the importance of being on time for trips, and the responsibility each child has for taking care of his clothing and other possessions he may take with him on such a trip.

On page 126 the children see a rural postman. You may want to compare him with the city postman introduced in the readiness book. The rural postman carries his mail in

a car. He delivers packages as well as letters. He doesn't wear a uniform.

The question on this page directs the children's attention to the red flag on the mailbox in the illustration. The children may be interested in discussing the reasons for such a signal. It tells the family whether or not there is mail in the box. It tells the postman if there is any mail to pick up.

Pages 128, 129, 130

At the Farm

Before reading page 128, you could discuss the buildings that are found on a farm. Chester is pointing to a silo. A silo is a place where feed for the animals is stored. It may hold green corn or sometimes the chopped stalks of corn or other grain.

The children may know that cows eat grass, but they may not realize that cows must be fed other grain even in the summer.

On page 129 the children meet the new calf. You could talk about the names young animals are called, such as calf, chicken, and colt. After looking at the calf in the illustration, can the children guess why it was called Whitey?

After reading page 130, you may want to explain that on some farms each cow has a special stall to which she goes every evening. The bars at the sides of the cow's neck are called stanchions. The cow has learned to get water by pressing her mouth on the drinking cup. This makes water flow into the cup.

Page 131

How We Get Milk

Talk about each illustration on this page with your children.

Explain that cows can be milked by hand, but that most farms today have electric milk-

ing machines. These do a faster job and many cows prefer them.

Milk must be kept cool or it will not be fit to drink. Sometimes cans of milk are put in troughs of cold running water until the truck takes the milk from the farm to a dairy or creamery.

At the dairy the milk is pasteurized. You could write this word on the chalkboard and have the children look for it on their milk cartons or bottle tops. Explain that any germs which might be in the milk are killed by heating the milk. Then it is cooled quickly to keep it fresh.

All bottles are sterilized; i.e., heated at a high temperature until all the germs are killed.

Does a milkman deliver milk to all the homes of the children in your class? If it is bought at the store, is it in a bottle or a waxed carton?

Pages 132, 133, 134

Sally's Surprise

Page 132 shows Sally's job on the farm. You could compare the responsibilities that Sally has with some of the jobs your children have. You could talk about the differences between Sally's responsibilities and their own.

On page 133 the First Grade learns about their surprise. If your children have tried to guess the surprise, this is the time for them to see if their guess was correct.

Page 134 tells about the First Grade's picnic. Talk about how hungry the children must be by this time after all their activities and the kind of food they might be eating. You could explain that many food products come from milk. Perhaps your children have made butter already. Are they aware that cream, buttermilk, ice cream, and cheese also are made from milk?

Discuss the way the children might have behaved during the picnic. How could they show Mrs. Brown that they appreciated being invited to the farm?

Pages 135, 136

A Day on the Farm

The material in much of this text has emphasized the occupational roles of parents. In most areas of modern life this is separated from the normal interaction of the family. The farm family differs in this respect. On the farm the economic aspect of family life is interrelated with the total process of family living. The pictures on pages 135 and 136 illustrate the responsibilities each member of the family has in working the farm.

His sons help Mr. Brown with the milking, keep the equipment and the barn clean, and load the silo with fodder. They also help to bring in the cows from pasture in the evening. Except in very cold weather, the cows are not kept in the barn during the day. They must be milked in the morning before they are sent to pasture and in the evening also when they come back to the barn.

Discuss the ways machines help the farmer to do his work. Besides the machines shown in the illustrations, what others do the children know about?

Page 136 shows the many ways in which Mrs. Brown especially contributes to the family's welfare. The eggs she is sorting will be sold. The vegetables that she grows help to feed the family. She might preserve some of them for the winter. Perhaps some of your children have mothers who preserve fruits or vegetables.

You could talk here about mothers who work outside the home to earn money for their families.

Although there is much work to be done

on a farm, the last three pictures show that there are also opportunities for the farm family to enjoy themselves together. What activities do the families in your class like to do together?

RELATED ACTIVITIES

1. To show the interdependence of farm and city, make a chart showing the items from a farm which city people need, eggs, milk, vegetables, etc., and the items manufactured in a city which the farmer needs such as machinery, clothes, and furniture.

2. Build a model farm of cardboard or blocks.

3. Make farm animals of modeling clay.

4. Make a mural of a farm including pictures of buildings, machines, and animals, either drawn or cut from magazines.

5. Have an exhibit of dairy products.

6. Visit a farm or some food processing facilities. You may be able to take the class to a milk bottling plant or a place where ice cream is made.

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Frisky Calf, Coronet Films, 1950, 10 min., b&w/color.

Milk, Encyclopaedia Britannica Films, 1956, 11 min., color.

Spring on the Farm, Encyclopaedia Britannica Films, 1947, 10 min., color.

FILMSTRIPS

Animals on the Farm, EyeGate House, 1953, captions, color.

The Country, Creative Arts Studio, 1955, color.

Country Community Series (6 filmstrips), Encyclopaedia Britannica Films, 1953, captions, color.

Farmer's Animal Friends Series (6 filmstrips), Jam Handy Organization, 1954, captions, color.

Life on the Farm (6 filmstrips), Encyclopaedia Britannica Films, 1953, captions, color.

Our Family Book

INTRODUCTION

This section is designed to be used as a summary of the previous material. It deals with some of the aspects of families that have been presented throughout this text. Rather than present an accumulation of facts about families, however, an attempt is made to integrate many of the broad concepts that have been illustrated in previous sections.

This text deals basically with the family unit. Although other topics are brought into the stories and should be handled by the teacher, the text aims to show the diversity of organization and activity that exists in the families. All of the families studied in this text have things in common. All of the families studied also have their own unique features that set them apart from other families. It is important that young children understand and appreciate these differences. It is important that these children are not presented with the kind of oversimplifications that will make the social concepts they are learning meaningless.

Page 137 shows the First Grade and the members of some families. Pages 138 and 139 show where they live—in city and country; large apartment houses and small cottages. Page 140 shows how parents earn money for their families. Page 141 shows what children can do to help their families. Through these pages the children can be helped to see the diversity within the general pattern of family living.

PROCEDURES AND SUGGESTIONS

Before dealing with this section you might want to review quickly previous sections of the text by helping the children remember the important ideas presented. You might wish to make a summary of each section in the form of a reading chart. These summaries could be used to pull out some of the major threads of ideas running through the text. In looking at the whole text, you might wish to keep the following questions in mind:

How many families have we met in this book?

How are all these families alike?

How are they different?

Where do these families live?

Who are the members of the families?

What do the fathers do?

What do the mothers do?

What do the children do in each family?

The pictures in this section are intended to show the diversity in the various aspects of family living presented. As the children look at the pictures on each page, the following questions can be used to begin a discussion:

Page 137. How do these families differ? Are there other families in the book different from these?

Page 138. What are the differences in the places these families live? Why do the families live in these different places?

Page 139. How are these houses different from one another? Have you seen houses in

the book different from these? Are there any houses in your neighborhood different from these? Tell about them.

Page 140. What are the different ways these families earn money? Who earns money in each of these families? What other ways of earning money have been shown in the book?

If necessary, help your children identify the work of the truck driver, the secretary, and the executive. They should be familiar with the other occupations shown.

Page 141. How do the people on this page help their families? In what other ways can people help the members of their own families and other families?

Page 142. Why do you like being part of a family? What do your parents do for you? How can you show your family that you are glad to be part of it?

Have the children refer to other parts of the text in answering these questions. They might also be helped to recall the supplementary books and other materials which have contributed to their information about families.

RELATED ACTIVITIES

It is possible that your class have been making their own family books during the reading of this text, as suggested in the first section. If so, these books can be used as another way to show diversity in family living. Your children can compare their own families to the families in this text. They can look for ways in which their families are similar to some and different from others.

You might also show diversity in patterns of family living by having the children compare their own family books with those of their classmates. Just as the children in Chester's class have families that are different from one another, the families in your class will also show patterns that are divergent from one another. In dealing with these differences it would be important that children whose families are different from the pattern of the rest of the class be made to feel comfortable about their families, secure in the uniqueness of each family group. Always, they should be helped to find the positive aspects of family living.

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Learning About Our Families

By *KENNETH D. WANN*
EMMA D. SHEEHY

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Contents

Learning About Families	5
Some First Grade Families	6
Some Families at Home	8
Visiting Some Families	9
Chester's Family Book	15
Visiting a Garage	17
The Rubber Ball	18
Planning the Trip	21
Walking to the Garage	25
At the Garage	27
The Story of Gasoline	30
Visiting a French Family	35
Learning French Words	36
Jeanne's Grandmother	40
Jeanne's Party at School	41
Jeanne's Family	44
Jeanne's Party at Home	45
Learning About Water	51
A Note from Mr. MacPherson	52
Tom's Father	56
Where Water Comes From	57
Mr. Smith's Visit	60
Tom's Family	64

Learning About an Indian Family	65
Henry's Picture	66
Mrs. Cherry's Visit	70
The Lightfoot Family	74
Indians at Work	77
Indian Rain Dance	78
Indian Playthings	80
How Indian Families Live	82
Visiting a Bank	83
Learning About a Bank	84
Walking to the Bank	87
The County Savings Bank	88
A Drive-In Window	94
The Bank Vault	95
Learning About Roads	99
The New Turnpike	100
The Old Turnpike	103
The Two Turnpikes	108
Learning About Telephones	109
Meeting Jerry's Father	110
People Need Telephones	116
Telephones in the City	118
Mr. Black's Work	119
Jerry's Family	120
Visiting a Dairy Farm	121
Sally's Farm	122
The Trip to Sally's Farm	125
At the Farm	128
How We Get Milk	131
Sally's Surprise	132
A Day on the Farm	135
Our Family Book	137
WORD LIST	143



Learning About Families



Some First Grade Families



There are many, many families
in our country.

Some families are small.

Some families are middle-sized.

Some families are large.

- What is the size of your family?



Chester Grant is in the first grade.
There are twenty-four children
in Chester's class.
They come
from twenty-four families.

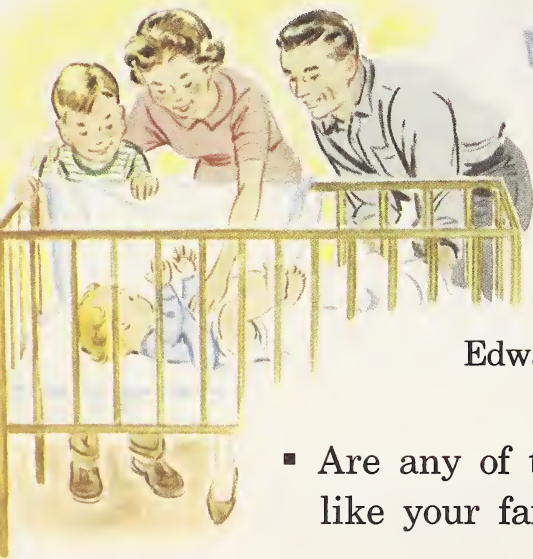
Some Families at Home



Ginger's Family



Sally's Family



Edward's Family

- Are any of these families like your family?

Visiting Some Families



"How can we learn about families?" asked Mrs. Green.

"We can visit every family," said Henry.

"It would take too long to visit all our families," said Mrs. Green.

"Maybe we can visit some of them."



"I have an idea," said Ginger.

"We can ask some Mothers
and Fathers to visit our school.

Maybe my father can come
to school.

I can bring my parakeet, too."

"That would be fun,"
said Mrs. Green.

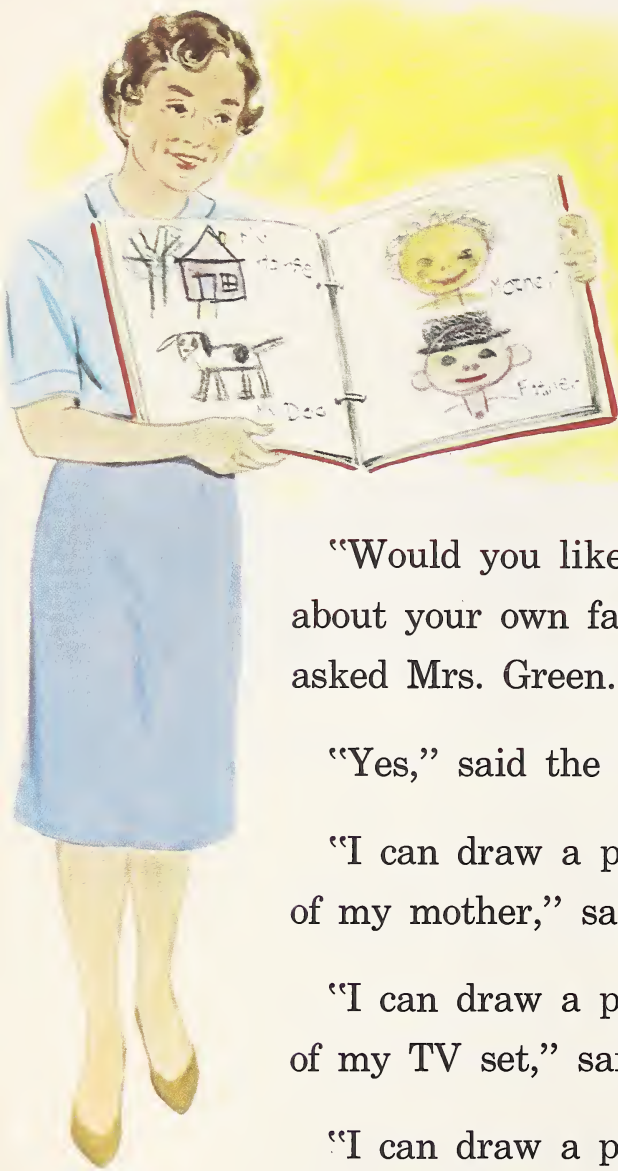


“I can bring a picture of my family on a picnic,” said Paul.

“I can bring a picture of my dog, Paddy,” said Chester.

“I can bring a picture of my new baby,” said Edward.

“What good ideas you have,” said Mrs. Green.



"Would you like to make a book about your own family?" asked Mrs. Green.

"Yes," said the children.

"I can draw a picture of my mother," said Henry.

"I can draw a picture of my TV set," said Jerry.

"I can draw a picture of my father's garage," said Susan.

Chester did not look happy.

"I can't draw pictures," he said.

"There are many ways to make pictures," said Mrs. Green.

"You and your father like to play ball.

You can make a picture of your ball."

"Oh, yes, that is easy," said Chester.



How We Will Learn About Families

1. We will visit families.
2. Mothers and fathers
will visit us.
3. We will bring
pictures.
4. We will make
a family book.

- The First Grade made these plans.

MY FAMILY BOOK

Chester and his dog



Mother's new dress



Chester and Daddy
play ball

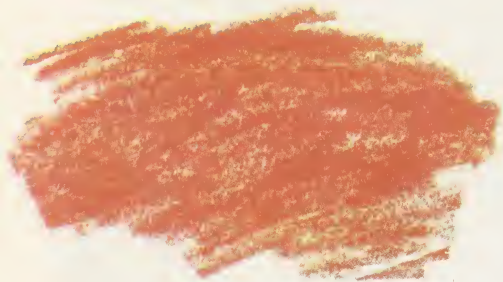
Mother likes
to read



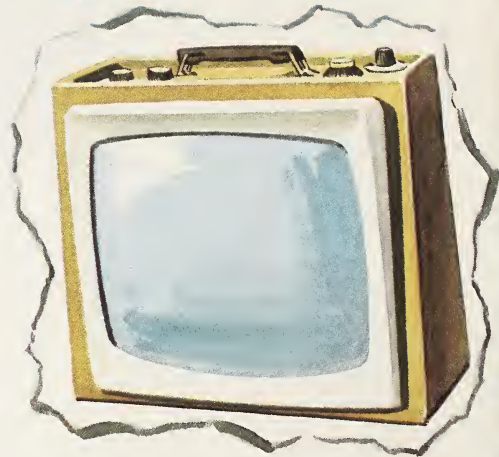
Daddy likes
to fish



Color of our
Cat



Daddy sells
Television Sets



Grandfather
tells Stories

"Once upon a time"





Visiting a Garage



The Rubber Ball



Mrs. Green walked to the door.

"It is time to go in," she called.

"Mrs. Green, Mrs. Green,"
called Jerry and Henry.

"Our ball is getting smaller
and smaller."

"You can hear the air
coming out," they said.



Everyone listened.

HISS-S-S-S-S-S-S-S-S-S-S!

They could hear the air
coming out of the ball.

"There must be a hole in the ball,"
said Chester.

"What will we do?" asked Jerry.



"Who can fix our ball?"
asked Henry.

"My father can fix it," said Susan.
"He works in a garage."

Mrs. Green said, "He could help us.
Will you ask your father
if we may bring our ball
to his garage?"

Planning the Trip

Susan asked her father to fix
the ball.

He sent this letter to Mrs. Green.

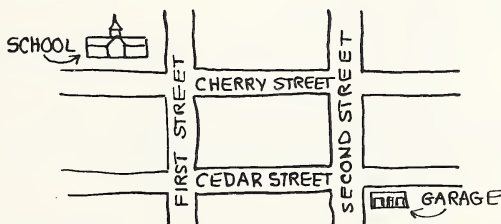
Dear Mrs. Green,

I can fix the rubber ball.

I will be happy to have
the First Grade visit my garage.

My garage is on Cedar Street.

This map will show you how to get
to the garage.



Yours truly,

John Gray



Mrs. Green drew the map
on the chalkboard.

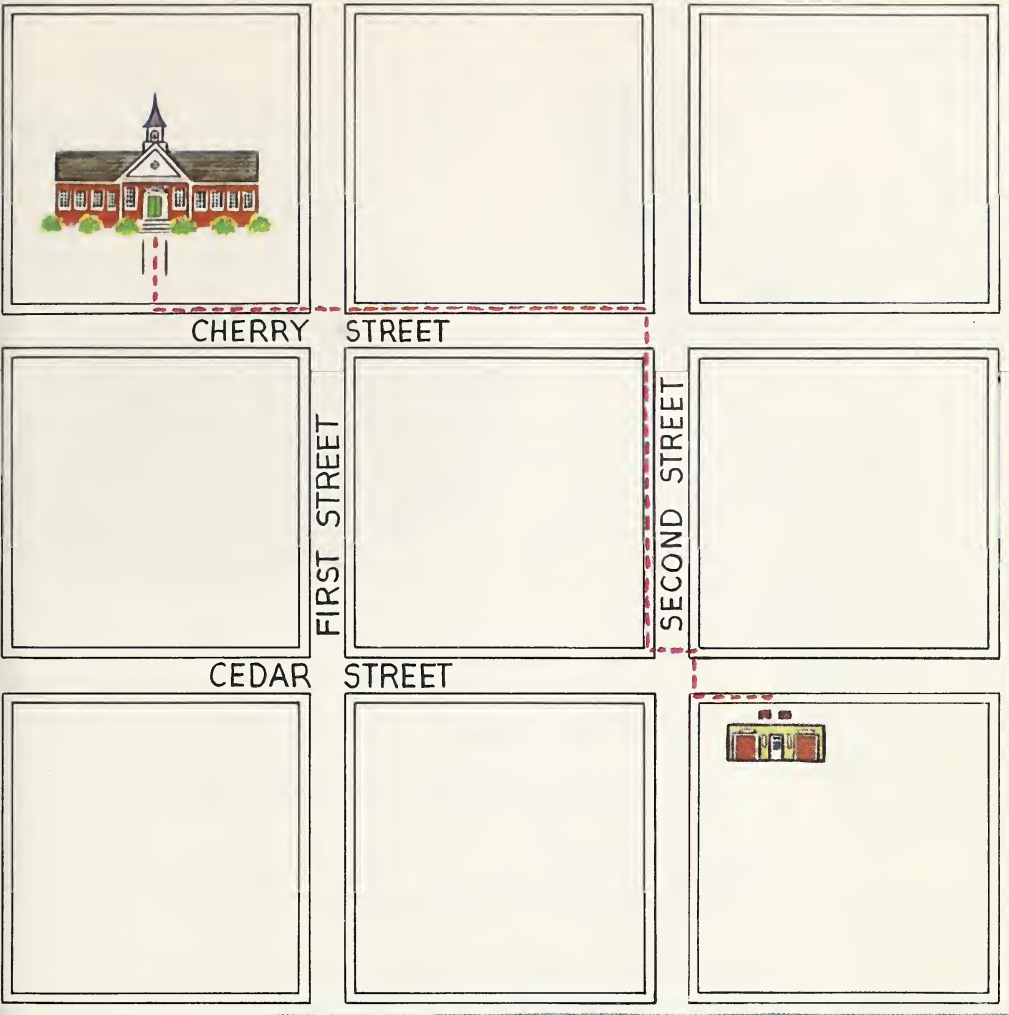
There were two ways to go
to the garage.

“We can walk on Cherry Street
to Second Street,” said Mrs. Green.

“Then we can walk
on Second Street to Cedar Street.

The garage is on Cedar Street.

We can come back another way.”



KEY



SCHOOL



GARAGE

- How will the First Grade go to the garage?
- How will they come back to school?



The First Grade made plans for the trip.

They talked about the safe way to cross streets.

They talked about what they would say to Mr. Gray.

- What do you think they will see at the garage?
- What would you say to Mr. Gray?



Walking to the Garage



The First Grade was ready to go on the trip to the garage.

They walked on Cherry Street to First Street.

Everyone stopped at the corner of First Street and Cherry Street.

They waited for the traffic light to show them when to cross First Street.



They walked on Cherry Street
to Second Street.

They crossed Cherry Street.

They walked on Second Street
to Cedar Street.

Everyone saw the garage.

They saw Mr. Gray working.



At the Garage

"Hello," said Mr. Gray.

"Daddy, this is Mrs. Green
and the First Grade," said Susan.

Jerry gave the ball to Mr. Gray.

"Will you please fix our ball?"
he asked.

"I will fix the ball now,"
said Mr. Gray.

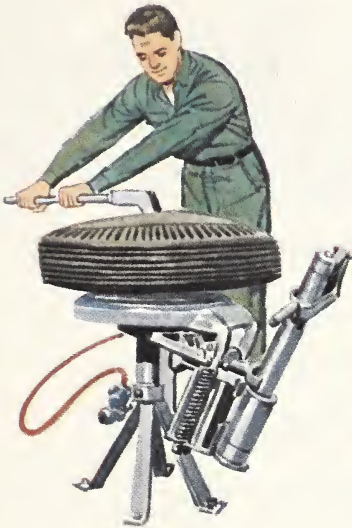
"You can see how I fix it.

Then you can look around
the garage to see how we work."





- Can you tell how Mr. Gray is fixing the ball?



- These are the things the First Grade saw.
- What other things can you see at a garage?

The Story of Gasoline



A big truck came to the garage.
A man jumped down
from the truck.

"Hello, Mr. Gray," he said.

"How much gasoline
do you want today?"

"We have sold almost
all the gasoline in the tank,"
said Mr. Gray.



The man looked to see
how much gasoline there was
in the tank.

He put a long stick down
into the tank.

He pulled it up and looked
at the numbers on the stick.

The numbers told him
how much gasoline there was.

“You don’t have
very much gasoline,” he said.

The man began to put gasoline into the tank.

"We put the gasoline in this tank under the ground," said Mr. Gray.

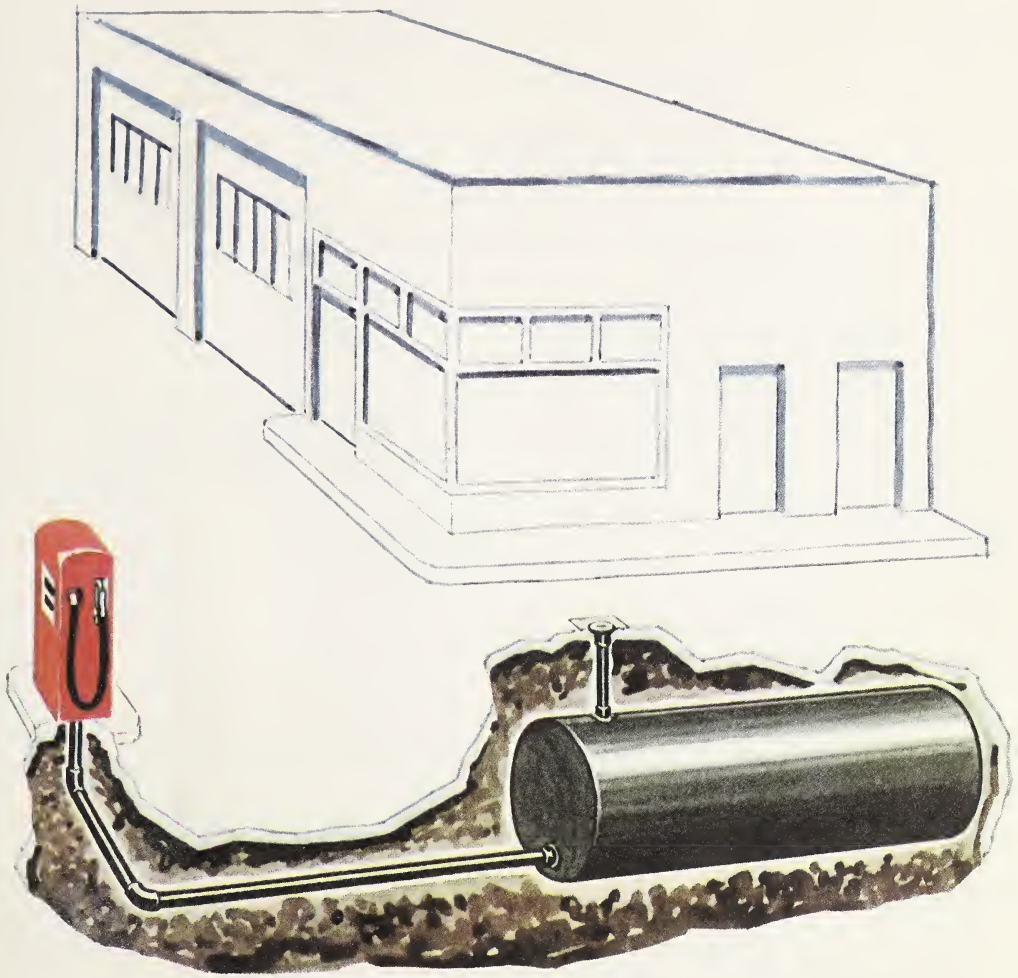
"It will be safe there.

The gasoline for the cars comes from this tank."

"How does it get up to the cars?" asked Henry.

"Come inside and I will show you a picture," said Mr. Gray.

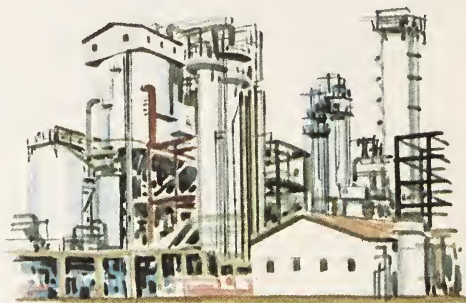




- Can you tell how the gasoline gets from the tank to the car?

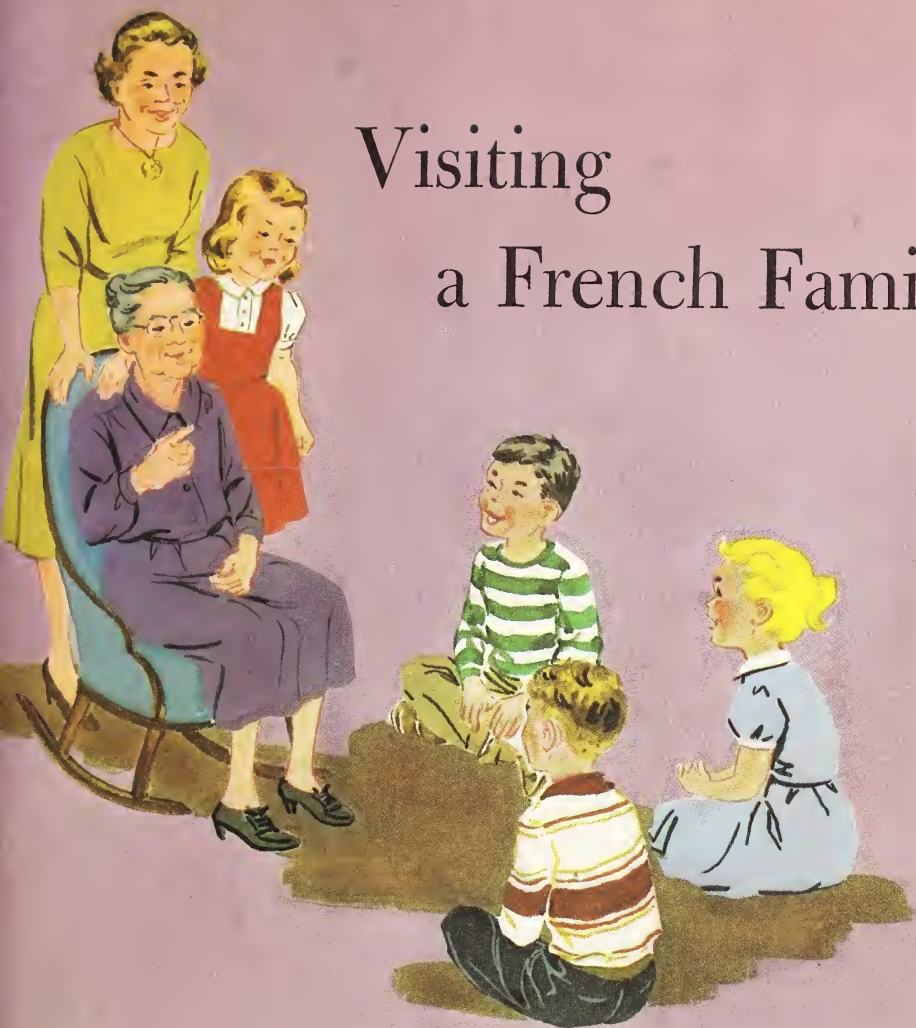
“Here are some more pictures
about gasoline,” said Mr. Gray.

“They show how we get gasoline.”

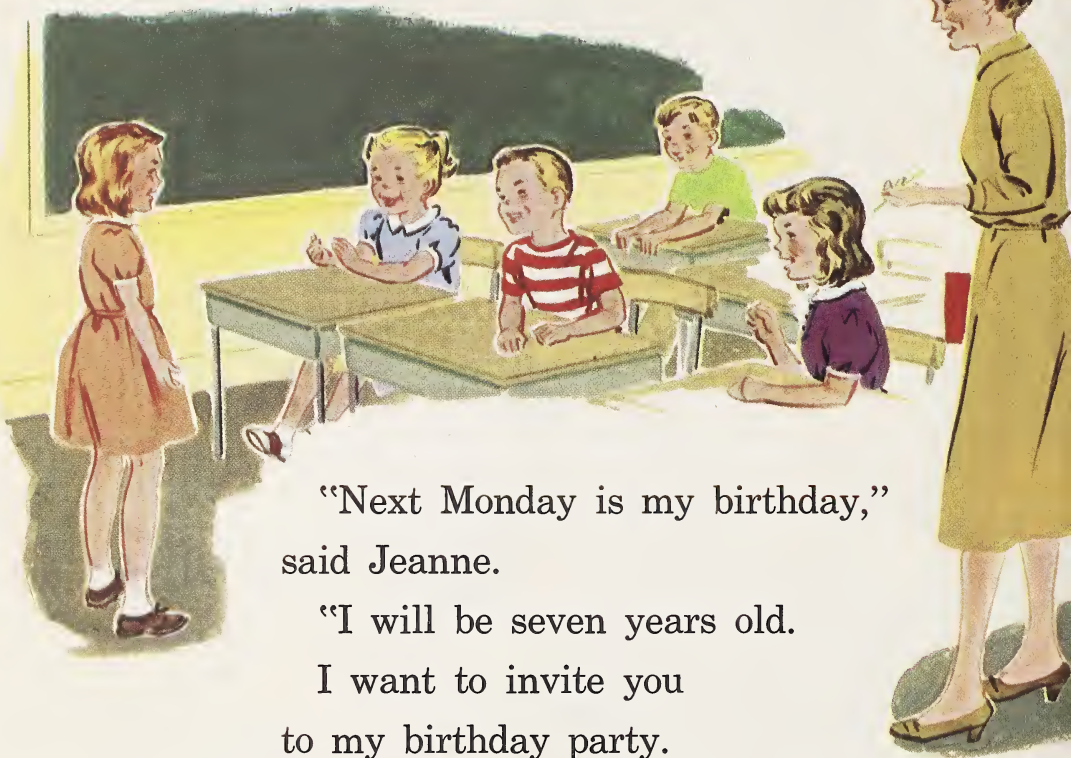


The First Grade enjoyed their visit.
“Thank you, Mr. Gray,” they said.

Visiting a French Family



Learning French Words



"Next Monday is my birthday,"
said Jeanne.

"I will be seven years old.
I want to invite you
to my birthday party.
Can you come?"

"Oh, Yes!" said all the children.

"I will tell Jeanne's mother that
we will come," laughed Mrs. Green.



Jeanne told the First Grade
about her grandmother.

“My grandmother lives with us,”
she said.

“She was born in France.

She lived on a farm in France.

She talks in French and English.”

Jeanne talks in French, too.

Sometimes Jeanne says

Good Morning in French.

Sometimes the children say

Good Morning in French

to Mrs. Green.

Bonjour.

Good Morning.

- **Bonjour** means **Good Morning** in French.



Mrs. Green smiled.

"We can surprise
Jeanne's grandmother," she said.

"Jeanne can teach us how to say
Good Morning, Grandmother,
in French."



Bonjour, Grand-mère.

Good morning, Grandmother.

- **Grand-mère** means **Grandmother** in French.

Jeanne's Grandmother



Many years ago, she lived
on this farm in France.

She had many brothers
and sisters.

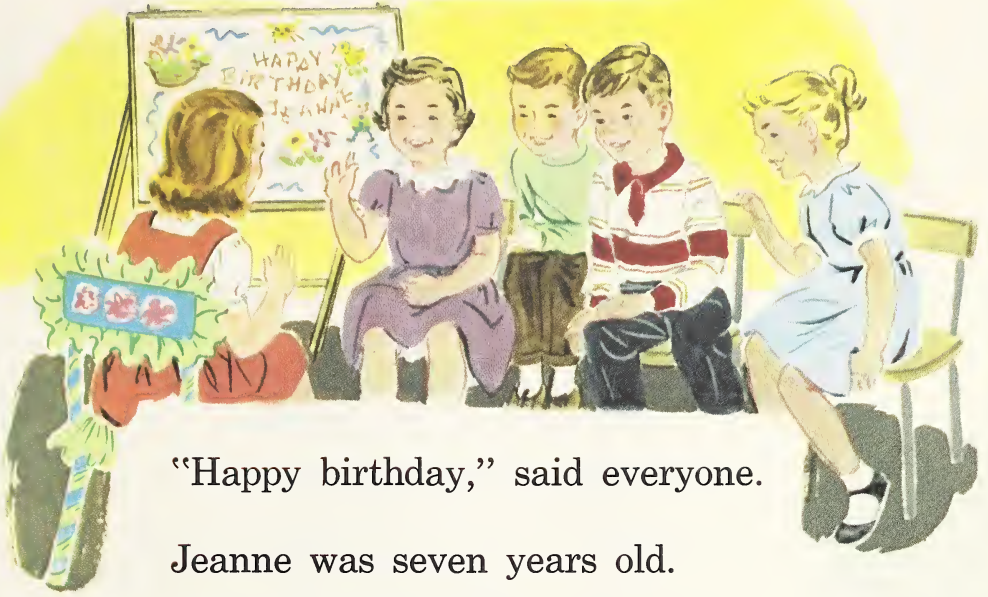


Her brothers helped
on the farm.

She helped on the farm.

- What can you tell about this farm?
- How did Grandmother help her mother?
- Do you know where France is?

Jeanne's Party at School



"Happy birthday," said everyone.

Jeanne was seven years old.

She was sitting
in the birthday chair.

"Do you like
your birthday picture?" asked Mary.

"Everyone helped
to draw the birthday picture for you."

"It is beautiful," said Jeanne.



"I am having two birthday parties,"
said Jeanne.

"One party is at school
and one party is at home."

"Tell us about the party at home,"
said Mrs. Green.

"We live above my father's store,"
said Jeanne.

"Our living room is small.
You will have to sit on the floor."

"A birthday party on the floor
will be fun," said Mrs. Green.

“Will your brother, Peter,
be there?” asked Mrs. Green.

“Yes,” said Jeanne.

“Peter is very young,”
said Mrs. Green.

“We must be careful
when we are with him.

He does not know us.”

“Don’t forget our surprise,”
said Chester.

“No,” said Mrs. Green.

- What did the children do
for Jeanne’s birthday?
- What is the First Grade’s surprise?

Jeanne's Family



Jeanne's Party at Home

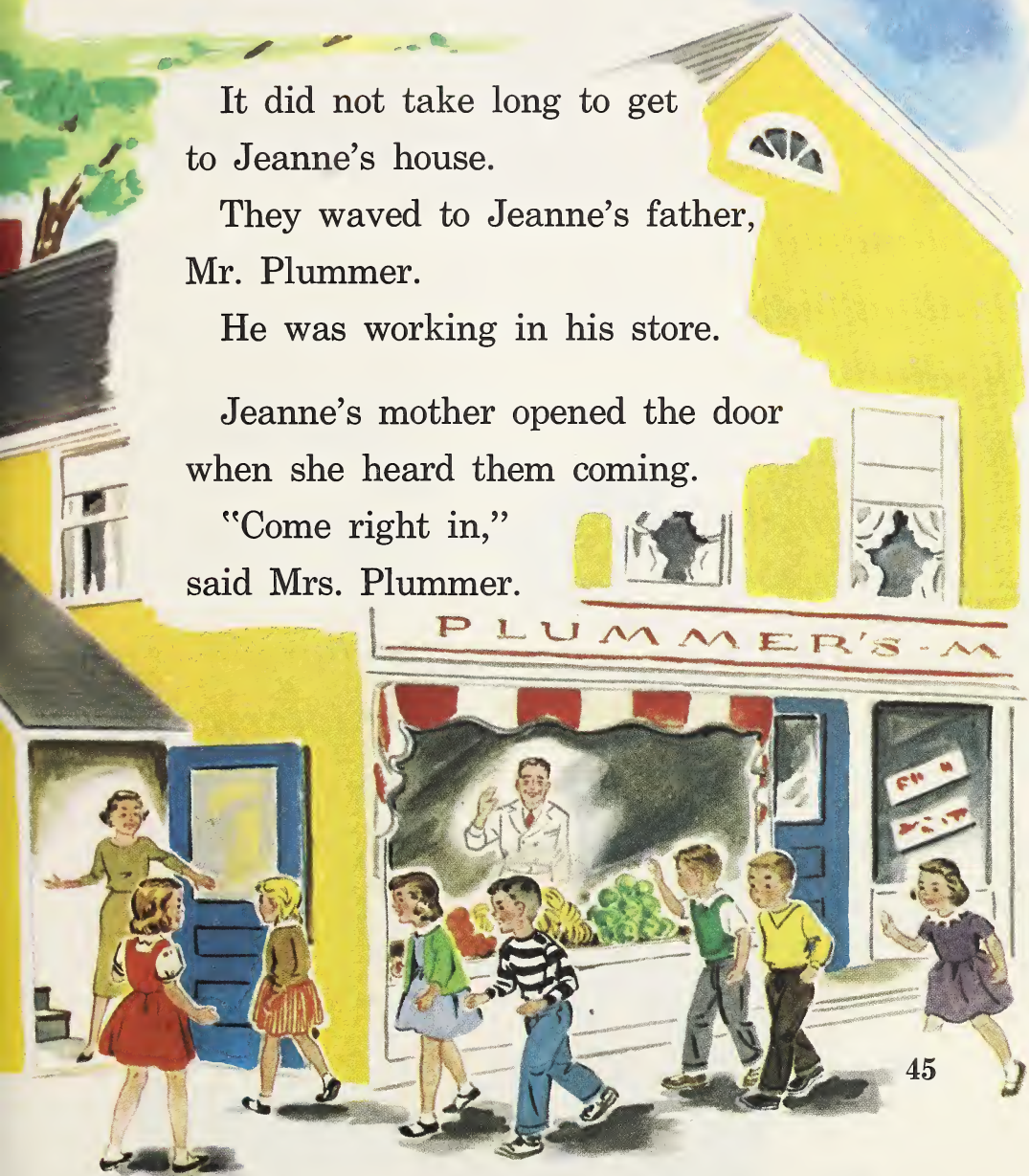
It did not take long to get to Jeanne's house.

They waved to Jeanne's father, Mr. Plummer.

He was working in his store.

Jeanne's mother opened the door when she heard them coming.

"Come right in," said Mrs. Plummer.



"We have a surprise for
Jeanne's grandmother,"
said the children.

"This is Jeanne's grandmother,"
said Mrs. Plummer.

"Bonjour, Grand-mère,"
everyone said.

Grandmother was very surprised.

"Bonjour," she said.

"These children speak French!"

"Just a little,"
laughed Mrs. Green.





Everyone found a place to sit.
Peter sat near his grandmother.
Jeanne gave everyone
a birthday napkin.

“Happy birthday,”
said Mrs. Plummer.

She held a big birthday cake.
There were seven candles
on the cake.

The First Grade sang
“Happy Birthday.”

With two big puffs, Jeanne blew
out the candles.





Mrs. Plummer showed Jeanne
how to cut the cake.

"Sh-sh-sh," she said,
"Listen."

"The birthday cake is playing
music," said Chester.

"There is a music box
inside the cake," said Mrs. Plummer.

"When Jeanne cut the cake,
the music box started to play."



Mrs. Green looked at Grandmother.

"Will you sing us a French song?"

"Yes," said Grandmother.

Grandmother sang a song
in French.

"What a pretty song,"
said Mrs. Green.

"I will sing it again,"
said Grandmother.

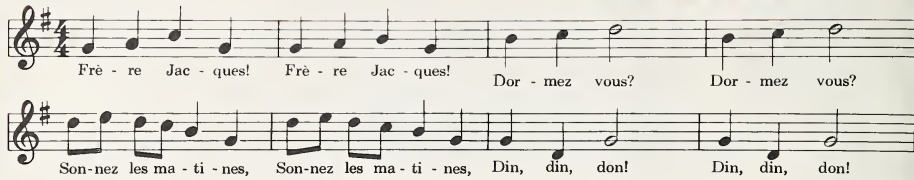
"You sing with me."

Everyone sang the song together.





Frère Jacques



“This has been a nice party,”
said Mrs. Green.

“Thank you,” said the children.

“Will you and Grandmother visit
us in school?”

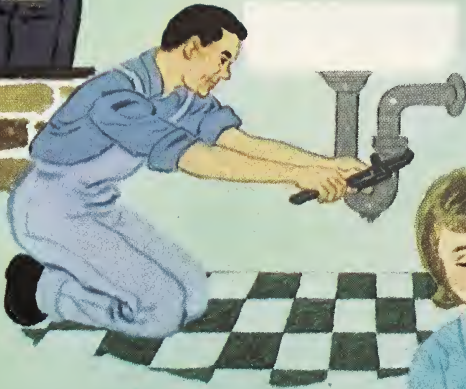
“Yes,” said Mrs. Plummer.

“When we come, you can sing
another French song.”

- Can you sing the song
the First Grade learned?



Learning About Water



A Note from Mr. MacPherson



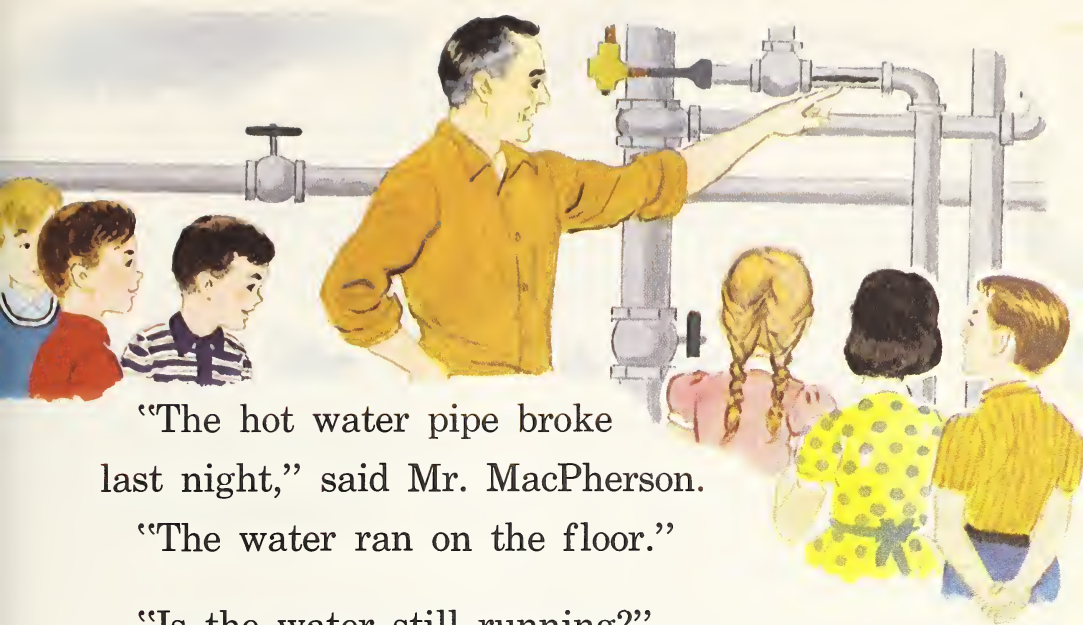
There was a sign
on the First Grade door.

"What is the matter?"
asked Chester.

"I don't know," said Mrs. Green.

Mr. MacPherson came
into the room.

He and the children were
good friends.



"The hot water pipe broke last night," said Mr. MacPherson.

"The water ran on the floor."

"Is the water still running?" asked Chester.

"No, I turned the water off. I have sent for the plumber, Mr. Smith."

"That is my father," said Tom.

Mr. MacPherson took the children to the cellar.

He showed them where the water pipe was broken.

"Here comes my father," said Tom.

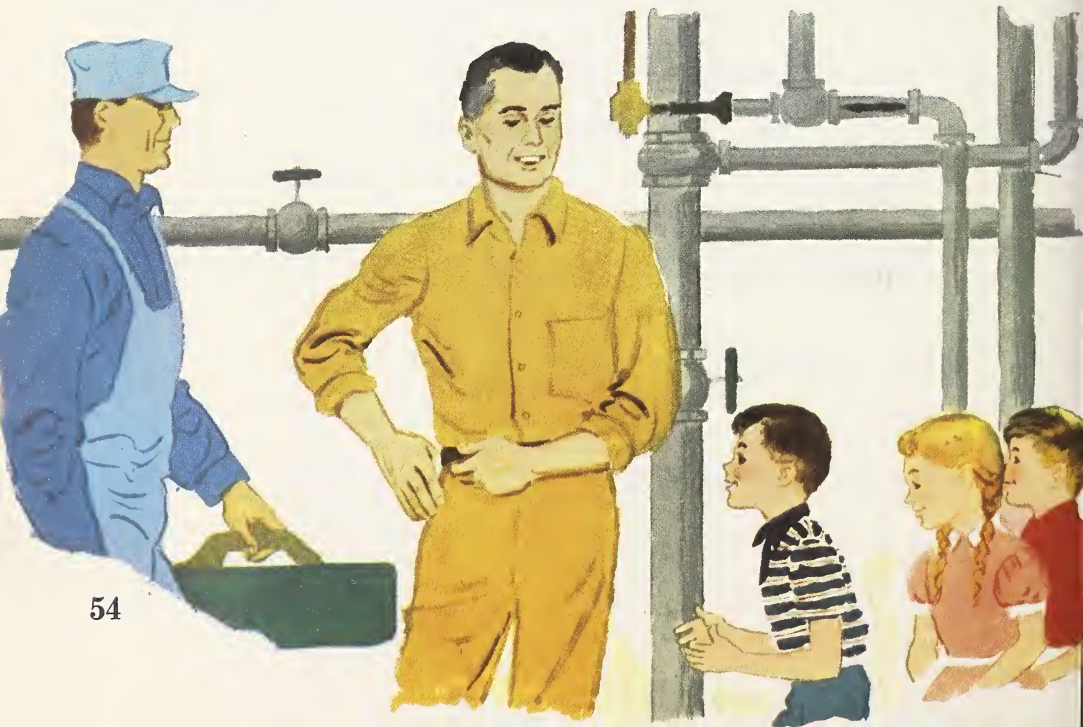
"Hello, Tom," said Mr. Smith.

"I am surprised to see you here."

"We came to see
the broken water pipe," said Tom.

"I will get to work and fix it,"
said Mr. Smith.

"The school must have hot water."





The First Grade went back to their room.

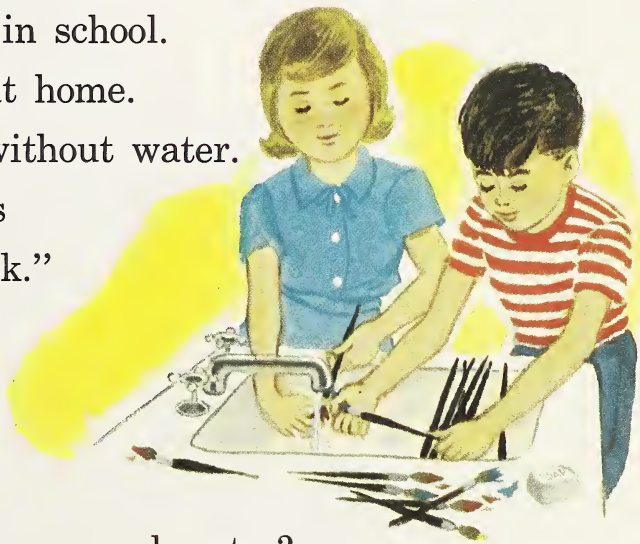
“I am glad that we have cold water,” said Mrs. Green.

“We need water in school.

We need water at home.

We cannot live without water.

Tom’s father does very important work.”



- Can you tell why we need water?

Tom's Father



- Tom's father is a plumber.
- These are some of the things a plumber does.
- Can you tell why a plumber's work is important?

Where Water Comes From

"Water comes from the sky,"
said Chester.

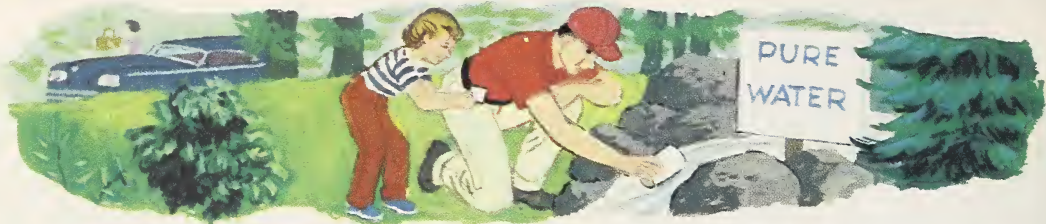
"Yes," said Mrs. Green.

"It rains and the rain water runs
into streams and rivers.

Some water goes into lakes.

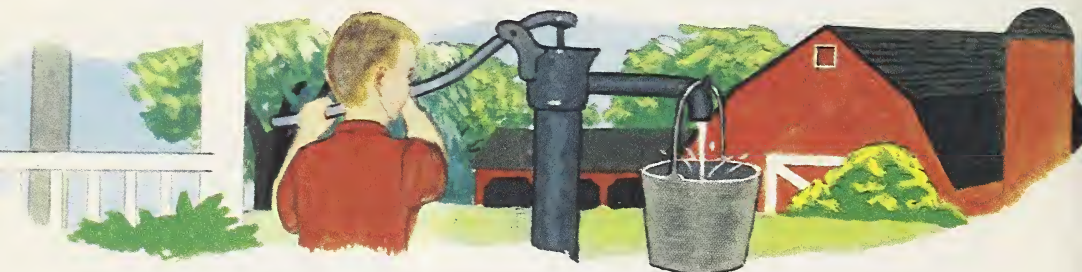
Some goes into the ground."





"We went camping last summer,"
said Sally.

"We got our water from a spring."



"Some people who live
in the country get water
from a well," said Mrs. Green.



"At home, I get water
from a faucet," said Jerry.



“The water we use at home comes from a large lake,” said Tom.

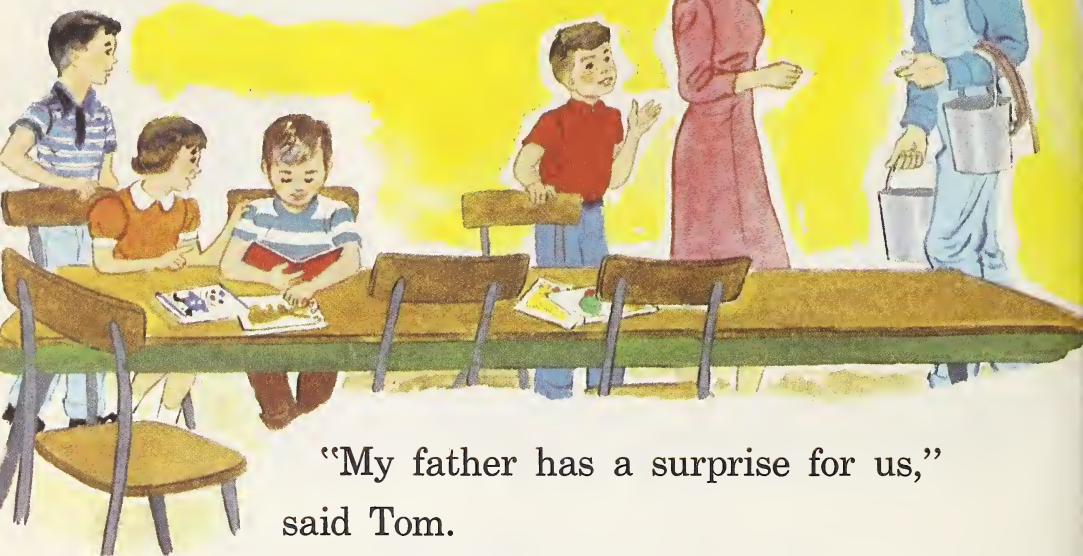
“My father told me about it.”

“That is right, Tom,”
said Mrs. Green.

Mrs. Green showed the children
a large picture.

It showed how water gets
from the lake to the house.

Mr. Smith's Visit



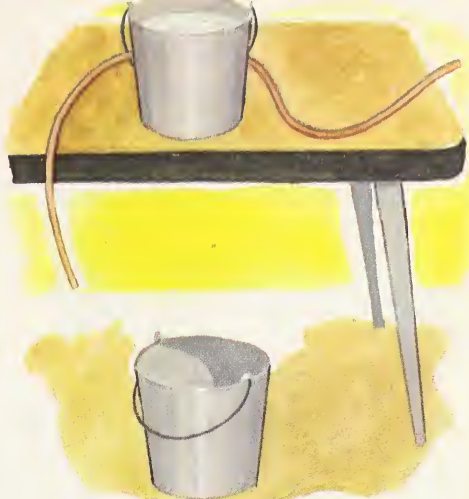
"My father has a surprise for us,"
said Tom.

Mr. Smith came into the room.
He had two pails and
some garden hose.

"Where is the surprise?"
asked Chester.

"This is my surprise,"
laughed Mr. Smith.

"I am going to siphon water."



- Can you tell what Mr. Smith is doing?

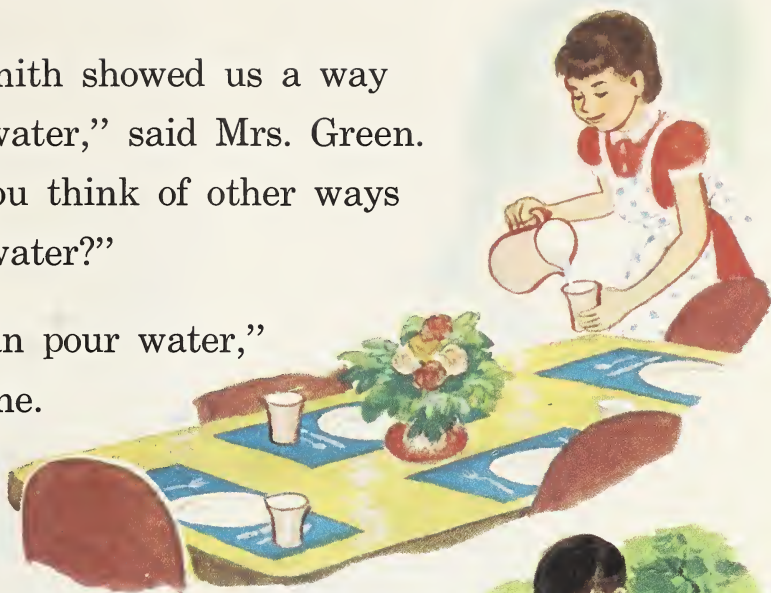


The First Grade used a siphon
to clean the fish tank.

"Mr. Smith showed us a way to move water," said Mrs. Green.

"Can you think of other ways to move water?"

"You can pour water," said Jeanne.



"You can pump water," said Chester.



"You can carry it in a pail," said Henry.

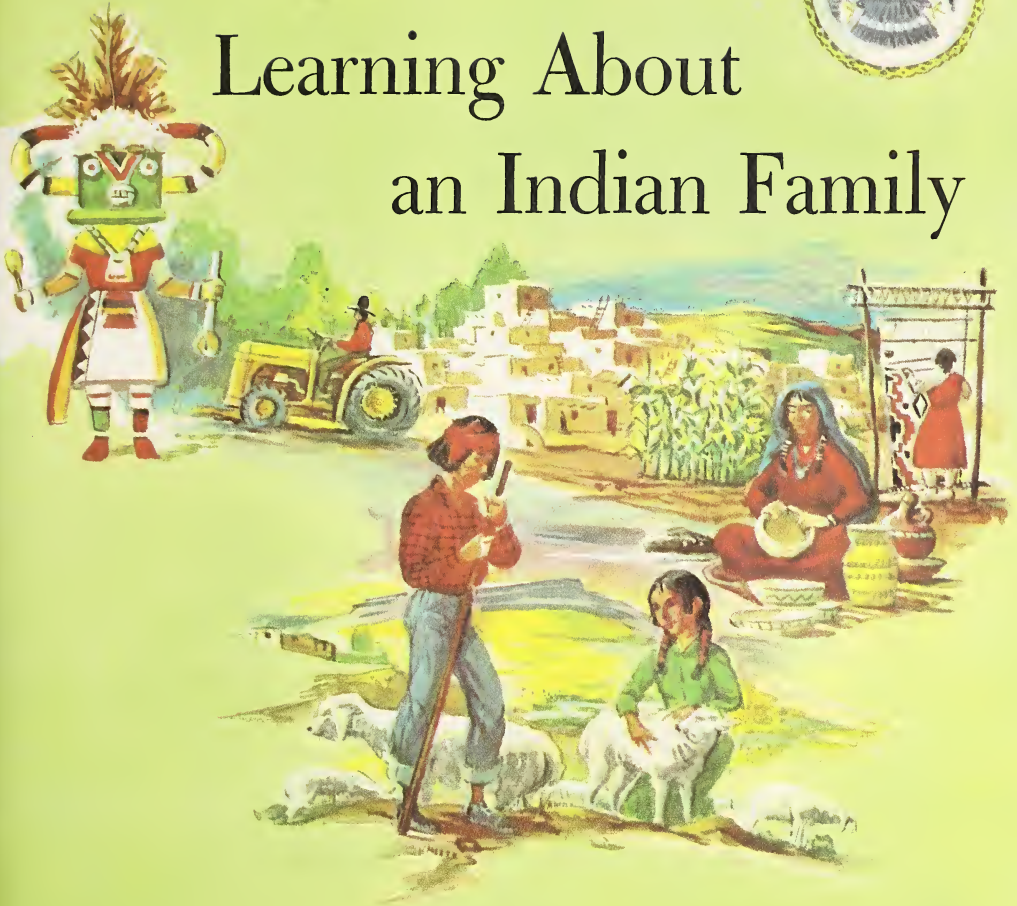


Tom's Family





Learning About an Indian Family



Henry's Picture



"Look, Mrs. Green," said Henry.

"I have a picture
for my Family Book."

"This is a good picture,"
said Mrs. Green.

"Where did you get it?"

"My mother gave it to me,"
said Henry.

"She said we have been learning
about our own families.

Now we can learn
about a new kind of family."



“Tell us about the picture,”
said Mrs. Green.

“This is the Lightfoot family,”
said Henry.

“They are Indians.

Last summer we went on a trip
and visited an Indian town.

We talked to this Indian family.”

"My mother has more pictures of Indians," said Henry.

"She has some Indian beads. She has an Indian dress, too."

"Shall we ask Mrs. Cherry to visit us?" asked Mrs. Green.

"She can show us her pictures and tell us about Indian families."

"Oh, yes," said the children.

"What do you know about Indian families?" asked Mrs. Green.

"I saw an Indian family on TV," said Paul.

"I have a family of Indian dolls," said Susan.

"I have a book about Indians," said Harry.



- What do you know about Indian families?
- What would you ask Henry's mother about Indian families?

Mrs. Cherry's Visit



Mrs. Cherry was happy to come
and show her pictures.

When she came, she was wearing
her Indian dress.

She had an Indian basket.

There were many things
in the basket.

Everyone wanted to know what was
in the basket.



Mrs. Cherry took a large map
from the basket.

There was a red line on the map.

The line showed where the Cherrys
went on their long trip.

"We went to New Mexico
on our trip," said Mrs. Cherry.

"We wanted to visit the Indians
who live in New Mexico."



"It was a very hot day,"
said Mrs. Cherry.

"We were riding in our car.
We were looking for the Indians.
Then we saw the Indian houses.
We had never seen such houses
before.

One house was on top of another.
Mr. Cherry stopped the car
and we looked for a long time."



“Did you get out of the car?”
asked Chester.

“Yes, we did,” said Mrs. Cherry.

“There was an Indian man
near our car.

His name was Mr. Lightfoot.

He asked us to come to his house.

We went to his house
and met his family.”

The Lightfoot Family



“There were five children
in his family,” said Mrs. Cherry.

“The two girls and the baby were
at home.

The girls were helping
their mother.”

- What do you think
the girls are doing?
- How is this house not like yours?



“Mr. Lightfoot took us
to see the boys.

The two boys were working
on the farm.

Billy was watching the sheep.

Ben was working in the cornfield.”



- What will the family do with the sheep?
- What will the family do with Ben's corn?



“Mr. Lightfoot works in a store,”
said Mrs. Cherry.

“He goes to work in his car.

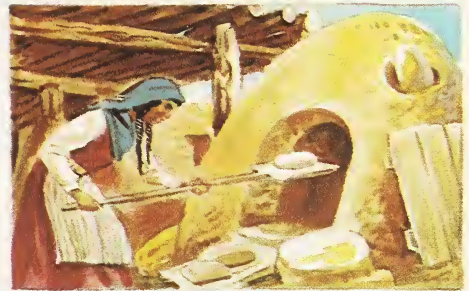
This is the way he gets money
for his family.

His family works at home
to grow food.

When he comes home, he helps
on the farm.”

- Everyone helps in the Indian family.
- How do you help in your family?

Indians at Work



- Mrs. Cherry showed these pictures of Indians at work.

Indian Rain Dance

"It was time for the Rain Dance,"
said Mrs. Cherry.

"Mr. Lightfoot did not go to work."

"What is a Rain Dance?"
asked Chester.

"The Indians wanted rain
to help the corn grow,"
said Mrs. Cherry.

"This is a way the Indians
ask for rain."

"Did you see the Rain Dance?"
asked Mary.

"Yes," said Mrs. Cherry.

"We sat on the roof of one
of the houses."



- Mrs. Cherry showed these pictures of the Indian Rain Dance.

Indian Playthings



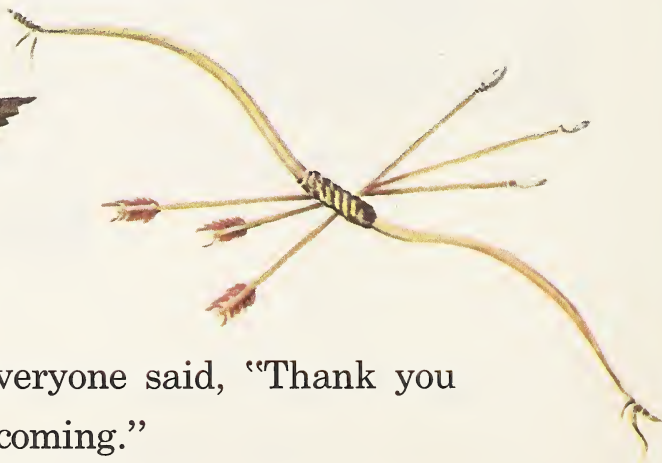
Mrs. Cherry took some dolls from her basket.

"These are Indian dolls," she said.

"Indian girls play with these dolls."

"What do the boys play with?" asked Chester.

"I will draw a picture to show you before I go," said Mrs. Cherry.

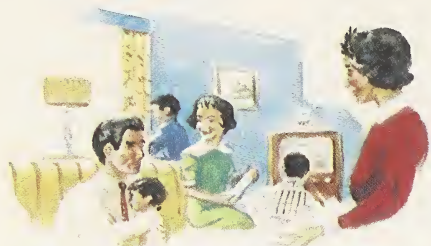


Everyone said, "Thank you for coming."



- The First Grade has learned about an Indian family.
- How is this Indian family like your family?
- How is this Indian family not like your family?

How Indian Families Live



Today

Long Ago

Visiting a Bank



Learning About a Bank

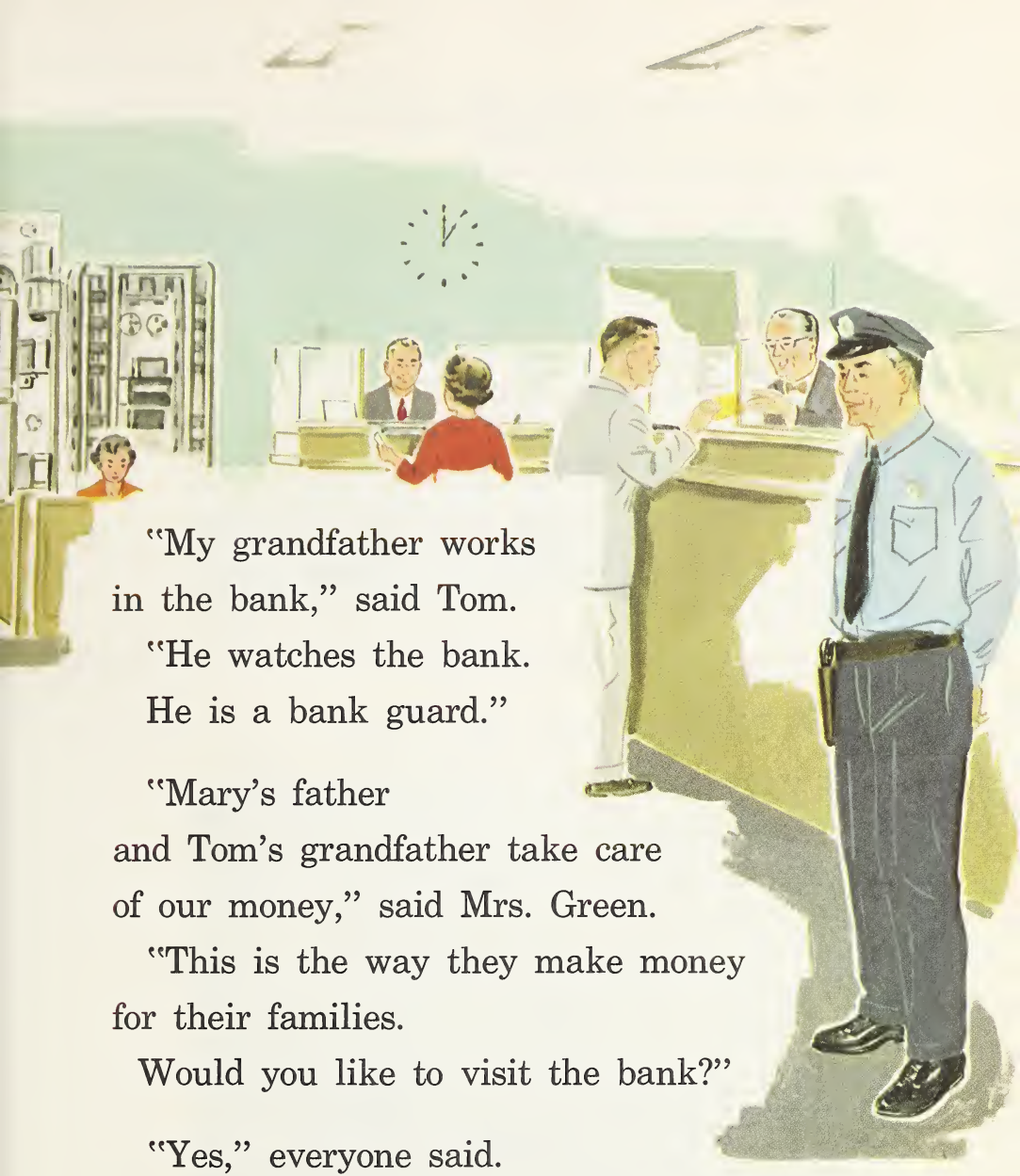


“My father has a new job,”
Mary said.

“He works in the bank.
He is a bank teller.

My father takes care of the money
people bring to the bank.

He counts it and puts it away.”



"My grandfather works in the bank," said Tom.

"He watches the bank. He is a bank guard."

"Mary's father and Tom's grandfather take care of our money," said Mrs. Green.

"This is the way they make money for their families.

Would you like to visit the bank?"

"Yes," everyone said.

The First Grade wrote this letter
to the president of the bank.

Dear Mr. White,

May we visit your bank?
Mary's father works in your bank.
Tom's grandfather works in your bank.
We would like to see where you
keep the money.

Sincerely,
The First Grade

Two days later a letter came
to the First Grade from Mr. White.

Dear First Grade,

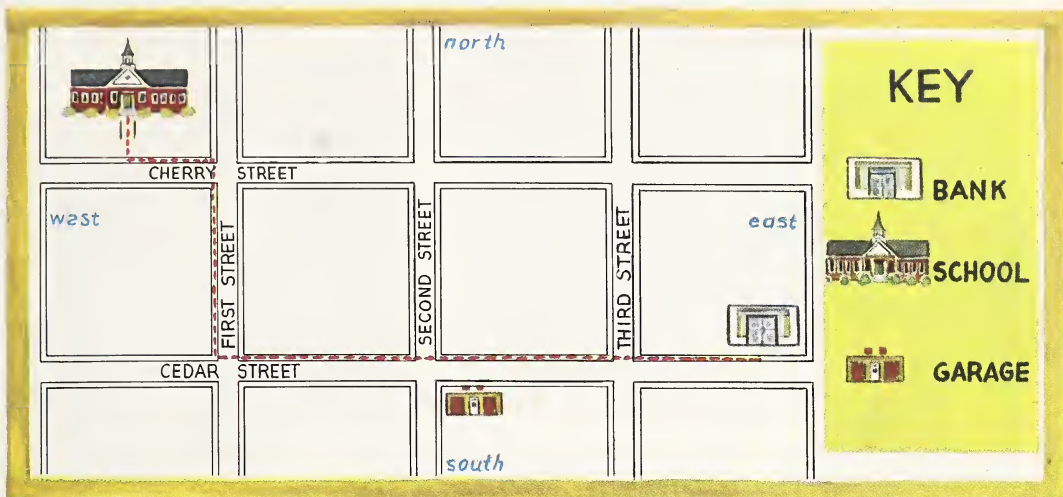
We are happy to have you visit us.
We will see you next Monday morning.
Tom's grandfather will meet you.
You will also see Mary's father.
We will show you where we keep the money.

Sincerely,

Robert White

Robert White, President

Walking to the Bank



Mrs. Green drew the map
on the chalkboard.

She drew a red line.

The line showed the way to walk
from the school to the bank.

- Which way did the children walk
to the bank?

The County Savings Bank



The sun was shining.
It was the first day of Spring.
It was a good day for the trip.
Soon the children were
on Cedar Street.

"There is the bank," said Jerry.
It was a new building.
It had large glass windows.
The children could see
people working inside the bank.



"There is my grandfather,"
called Tom.

Mr. Jones had on a blue suit.
He wore a gun on his belt.

"Hello," said Mr. Jones.

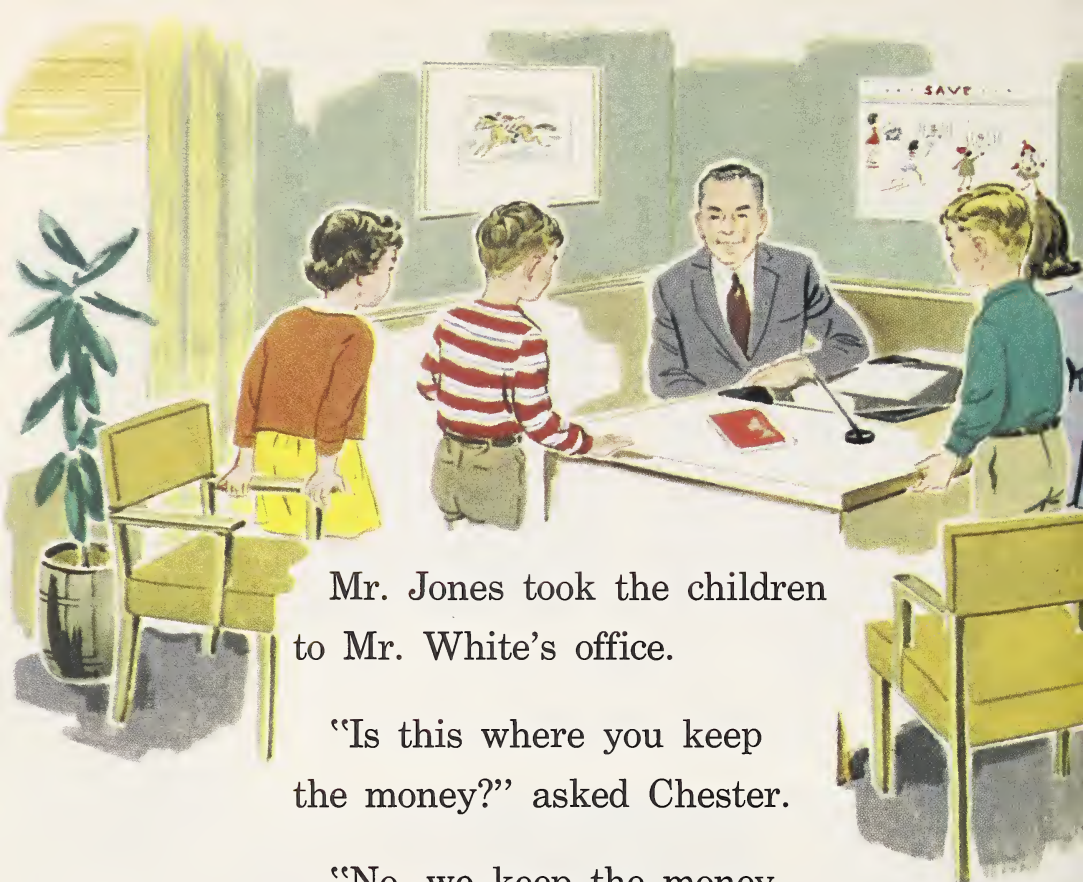
"I am glad to see you.

Welcome to the
County Savings Bank.

Come with me.

Mr. White wants to see you."





Mr. Jones took the children to Mr. White's office.

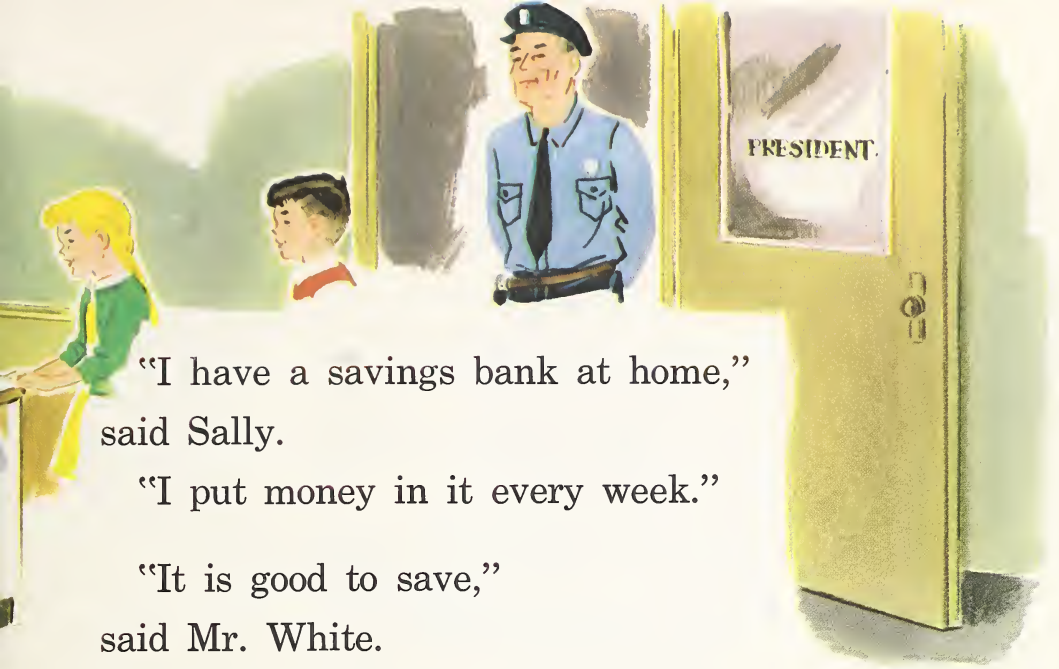
"Is this where you keep the money?" asked Chester.

"No, we keep the money in a big vault," said Mr. White.

"Mary's father will show you the vault.

First, I will tell you about the bank.

It is a bank for savings."



"I have a savings bank at home,"
said Sally.

"I put money in it every week."

"It is good to save,"
said Mr. White.

"Five cents saved each week is
a good start.

When your savings bank is full,
you can bring the money
to the bank.

We will keep the money for you.
Someday you may want to buy
something.

You can take your money from
our bank to buy what you need."

Mr. White took the children
to see Mary's father.

They saw a woman give him
a little book.

It had ten dollars in it.

Mr. Berg put the book
in a machine.

He gave the book back
to the woman.

"Here is your bank book," he said.

"Thank you and good-by."





“This is the way people put money in the bank,” said Mr. White.

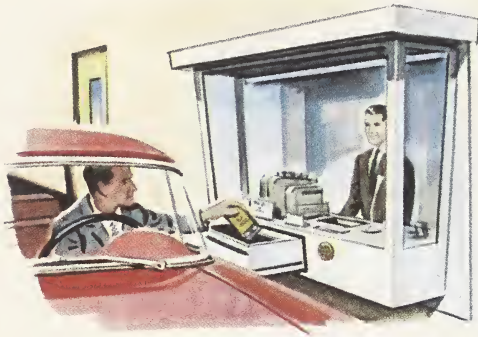
“Each person has a bank book.

They give it to the bank teller with their money.

The bank book shows the date they brought the money in.

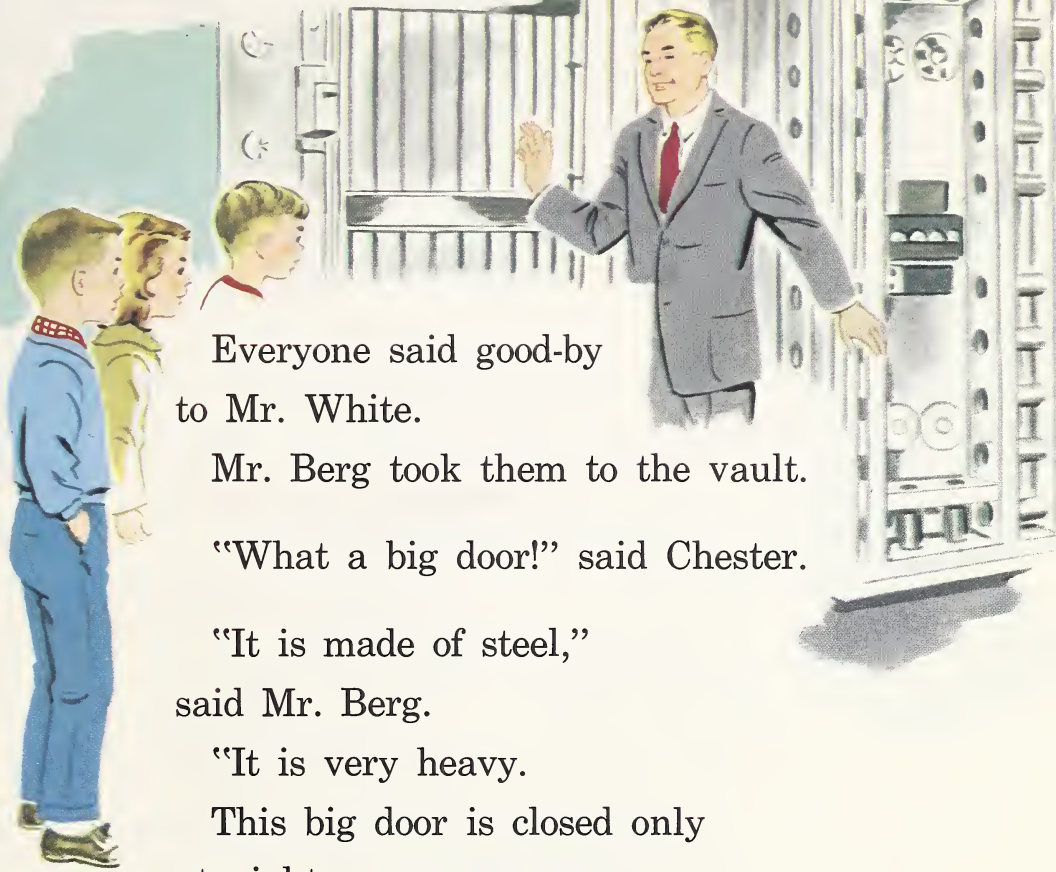
It also shows how much money they have in the bank.”

A Drive-In Window



- This man is putting money in the bank.
- Can you tell what is happening?
- Does anyone in your family take money to the bank this way?

The Bank Vault



Everyone said good-by
to Mr. White.

Mr. Berg took them to the vault.

“What a big door!” said Chester.

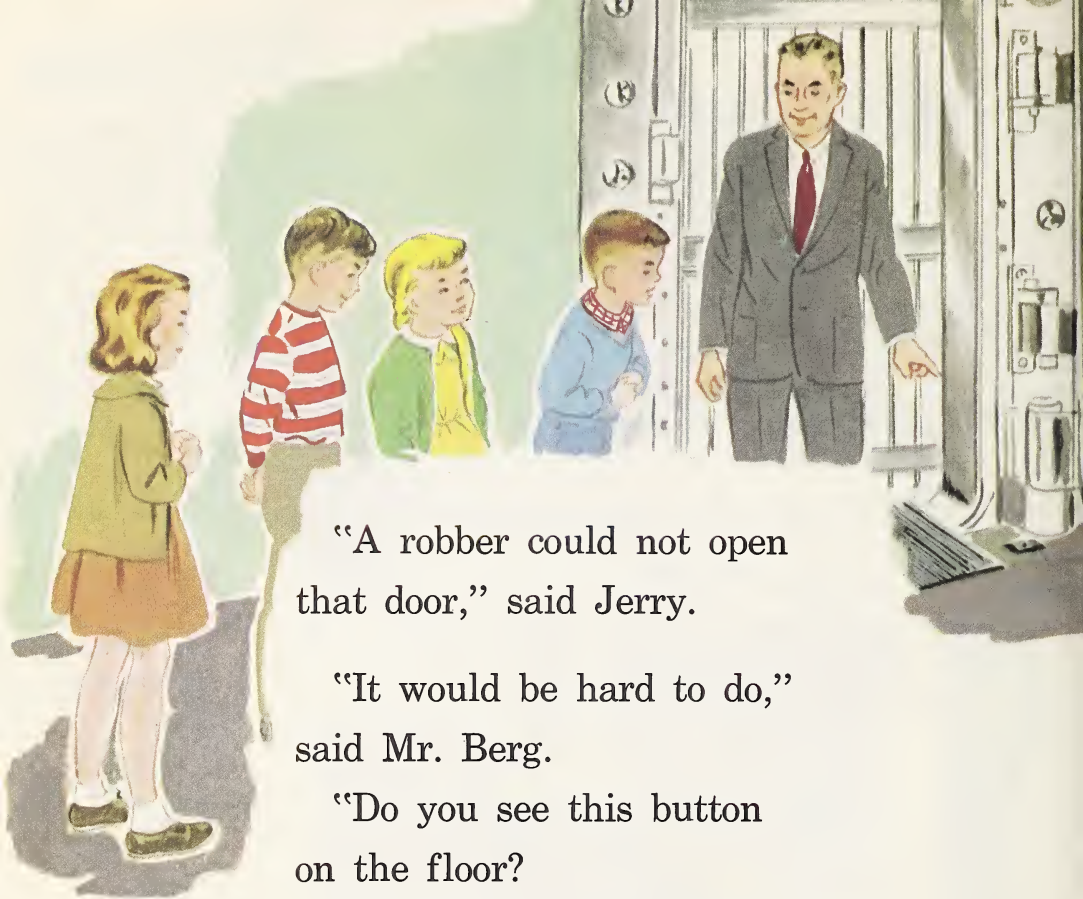
“It is made of steel,”
said Mr. Berg.

“It is very heavy.

This big door is closed only
at night.

It has three locks on it.

In the daytime, we use
this lighter door.”



“A robber could not open that door,” said Jerry.

“It would be hard to do,” said Mr. Berg.

“Do you see this button on the floor?

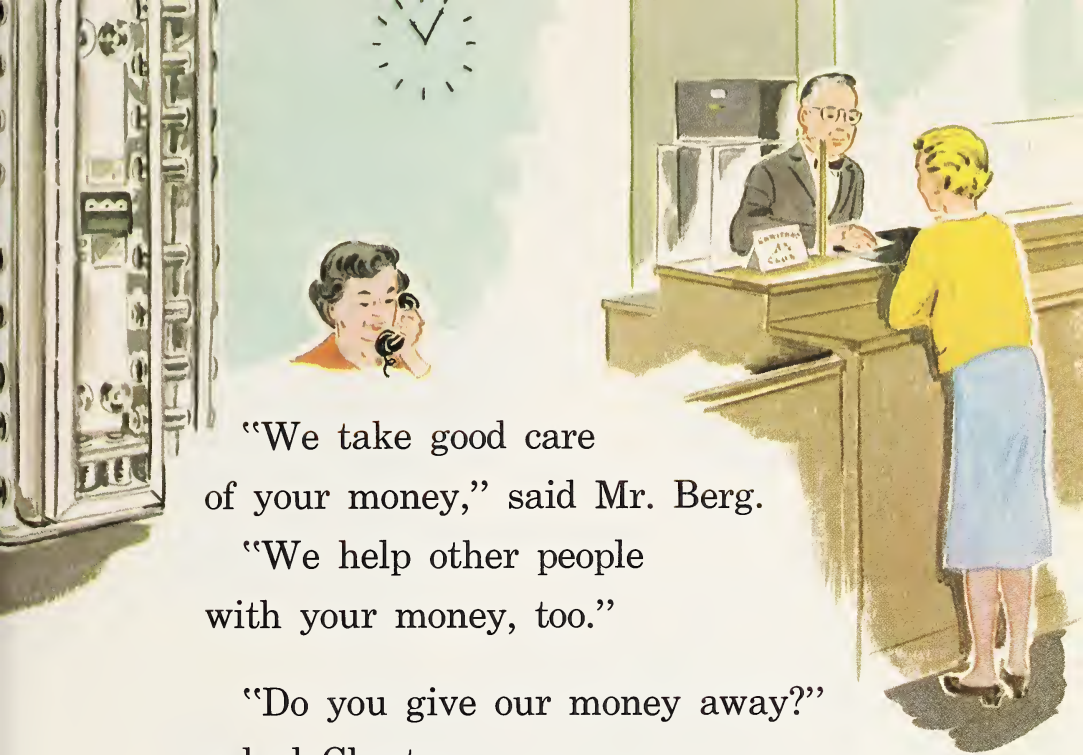
If a robber comes, I step on it.

A bell rings in the police station.

The robber does not know

I have rung the bell.

The police hurry to the bank
and catch the robber.



"We take good care of your money," said Mr. Berg.

"We help other people with your money, too."

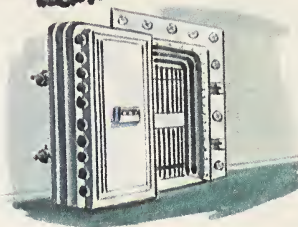
"Do you give our money away?" asked Chester.

"We let people use the money," said Mr. Berg.

"Then they pay us back.

They pay us some money each month."

"When you save, you help yourself and others, too," said Mrs. Green.

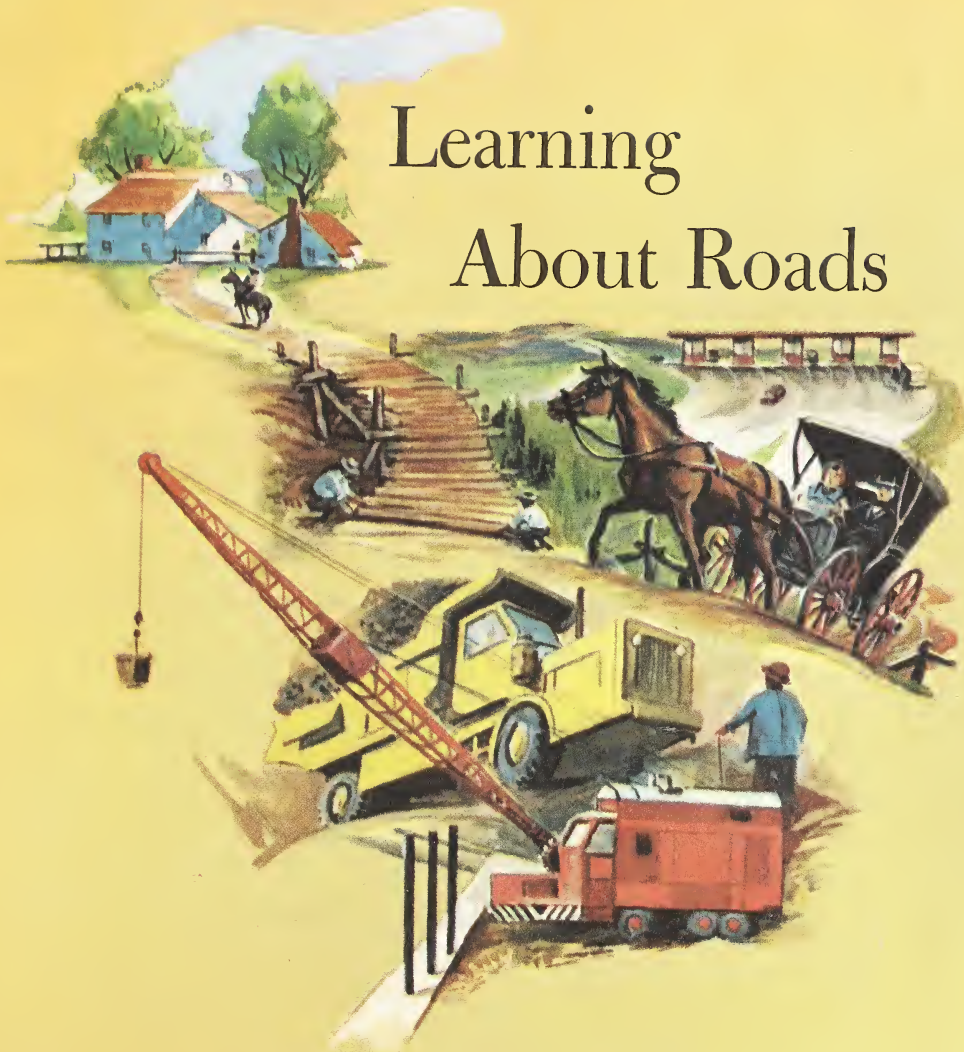


- The First Grade learned many things about the bank.
- What did you learn?

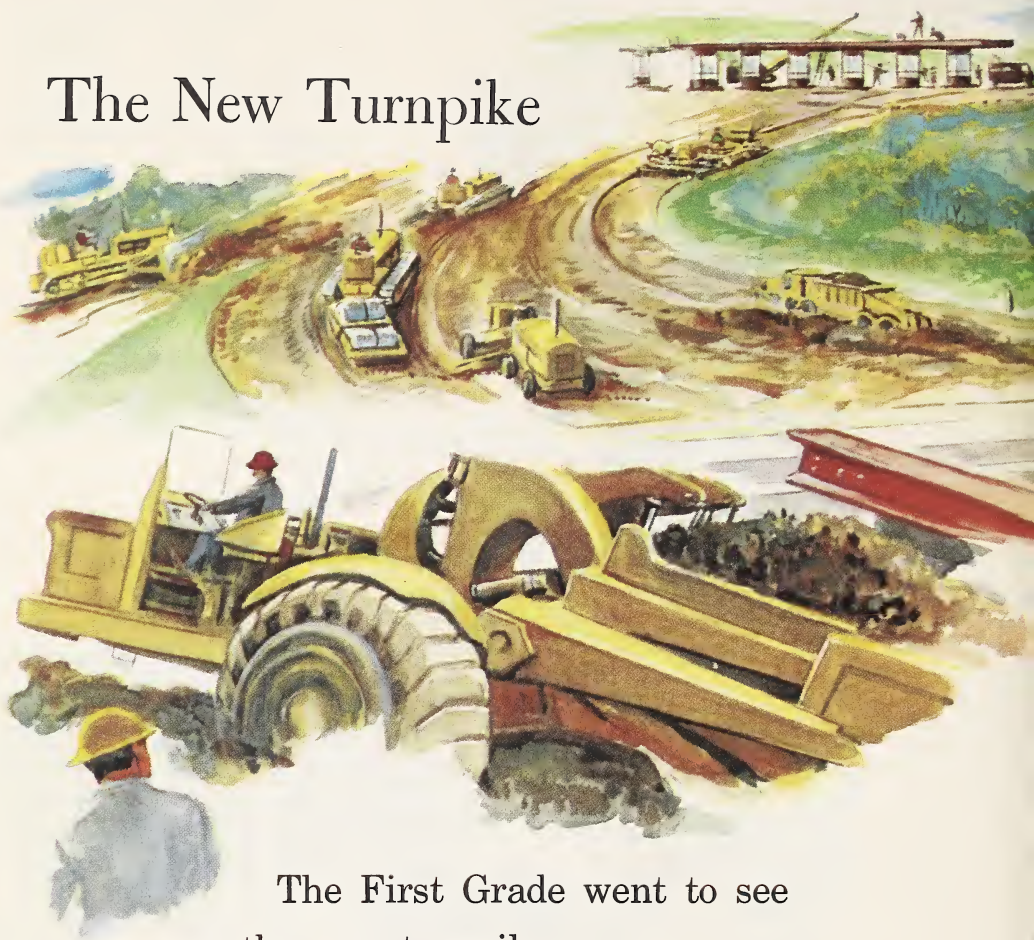


- How did the bank help these people?
- How does the bank help your family?

Learning About Roads



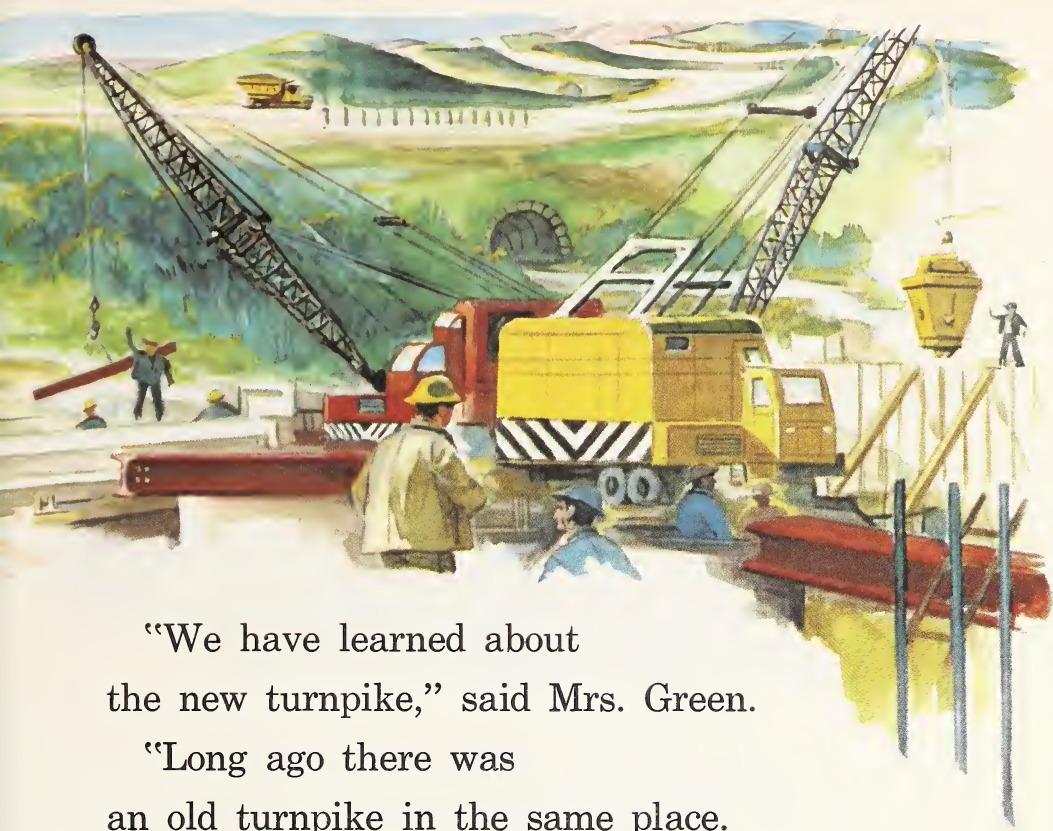
The New Turnpike



The First Grade went to see
the new turnpike.

They saw many men and machines.

- Can you tell what some
of these machines are doing?



“We have learned about the new turnpike,” said Mrs. Green.

“Long ago there was an old turnpike in the same place.

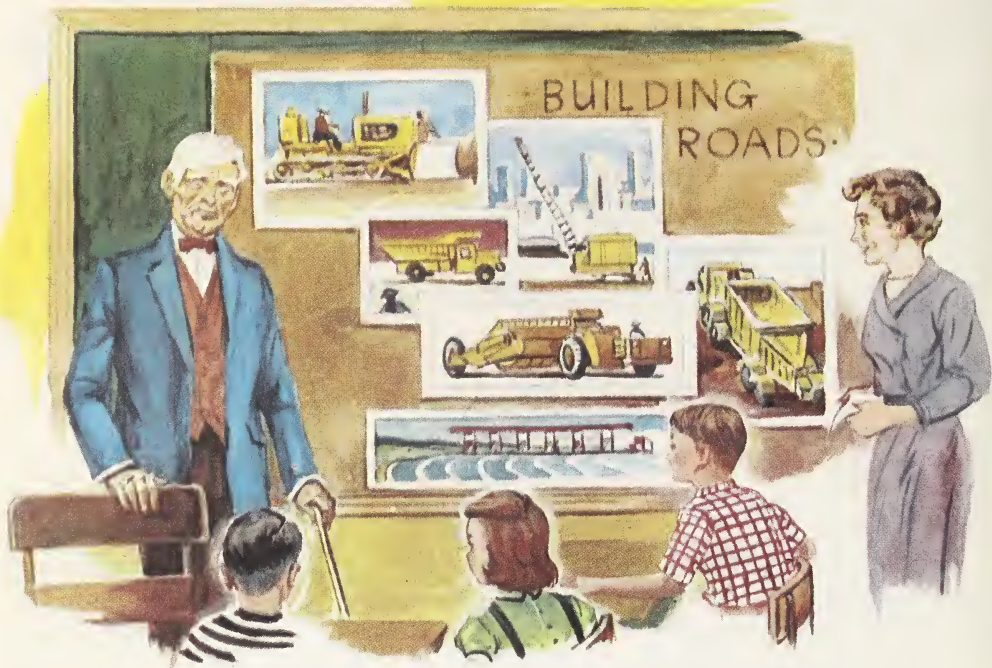
It was not like the new turnpike.

My friend Mr. Clark remembers the old turnpike.

He is eighty years old.

I have asked him to visit us.

He will tell us a story about the old turnpike.”



Mr. Clark came
to the first grade room.

"It has been seventy-four years since
I was in the first grade," he said.

"That was a long time ago.

Mrs. Green has asked me to tell
you about the old turnpike.

I can remember it very well.

I lived beside the old turnpike."

The Old Turnpike



“When I was in the first grade,
there were no cars,” said Mr. Clark.

“People rode in carriages
which were pulled by horses.

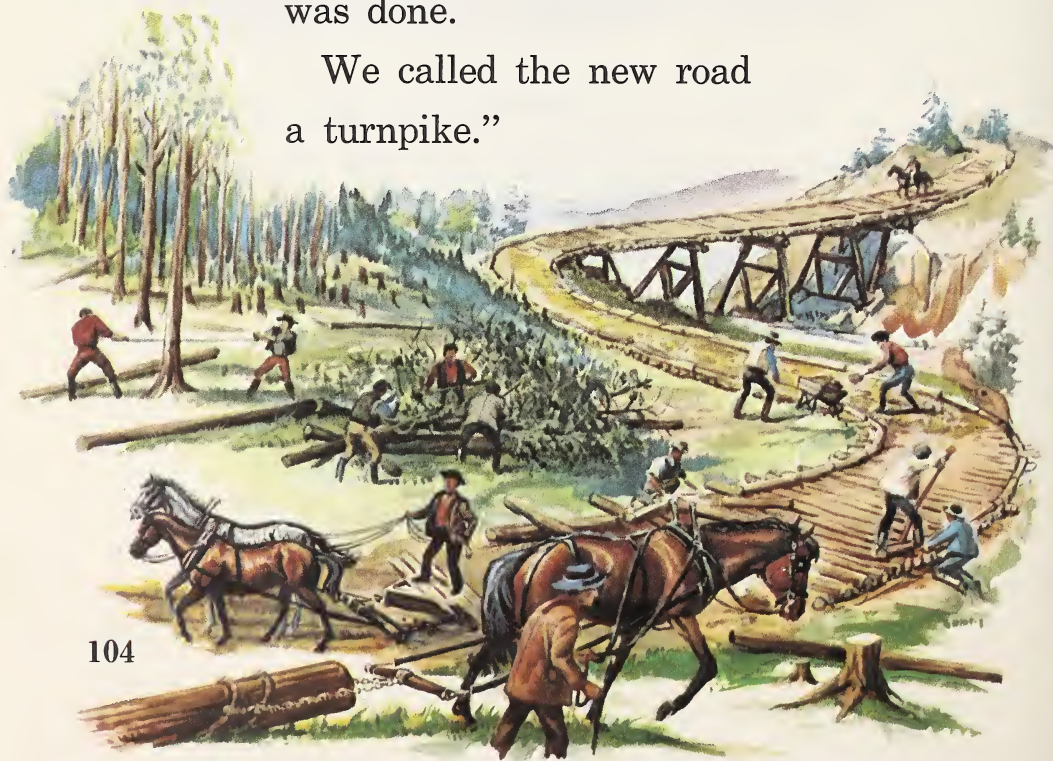
The roads were made of dirt.

They were very bumpy.

When it rained, the roads were
very muddy.

We needed a better kind of road.”

"A new road was built.
It was made of wood.
Many men worked hard to build
this road.
They cut down trees and put them
side by side.
Then they put dirt between
the trees.
We were happy when the road
was done.
We called the new road
a turnpike."





“It was the best road we had.

People were glad to pay five cents
to ride on it.

This money was called a toll.

The toll helped to pay
for building the turnpike.

My father was the tollgate man.

My family lived
in the tollgate house.

It was a large house
with a big yard.”

“When a carriage came
to the tollgate, my father took
the toll money.

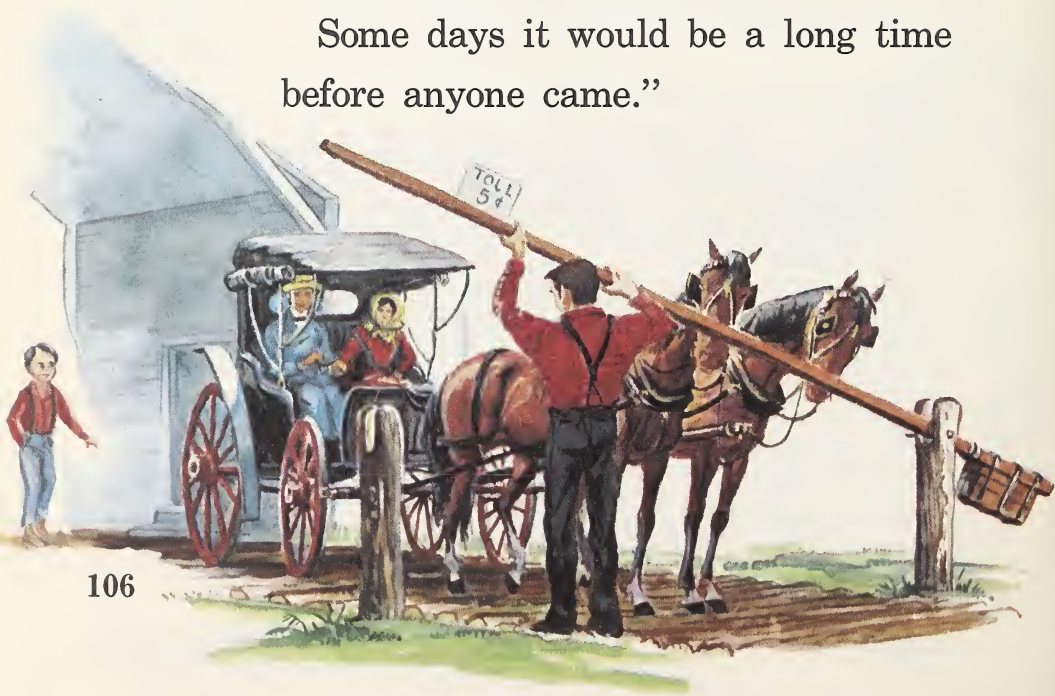
Then he opened the gate.

The carriage went
onto the turnpike.

We liked to see the people
who used the turnpike.

Long ago people did not travel
very much.

Some days it would be a long time
before anyone came.”





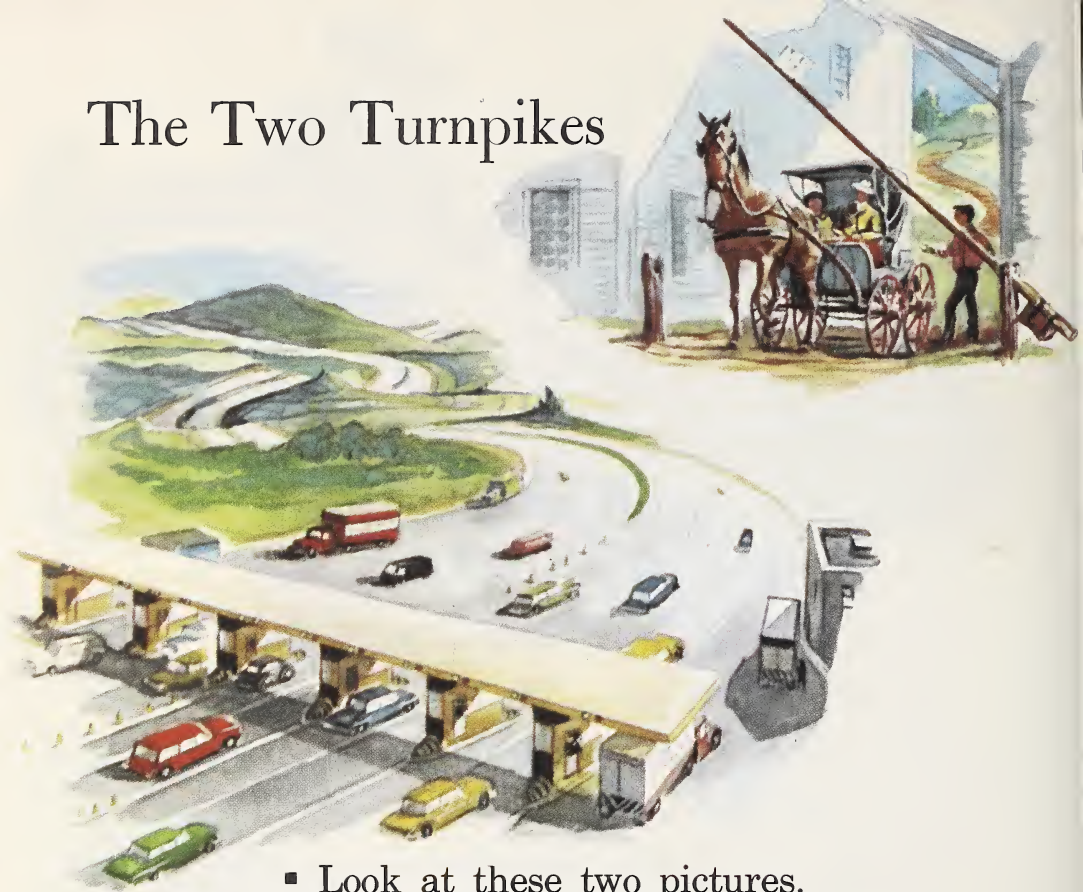
“One day my father was working
in our garden.

A carriage stopped at the tollgate.
Father told me to take
the toll money and open the gate.

It was the first time I had ever
done this.

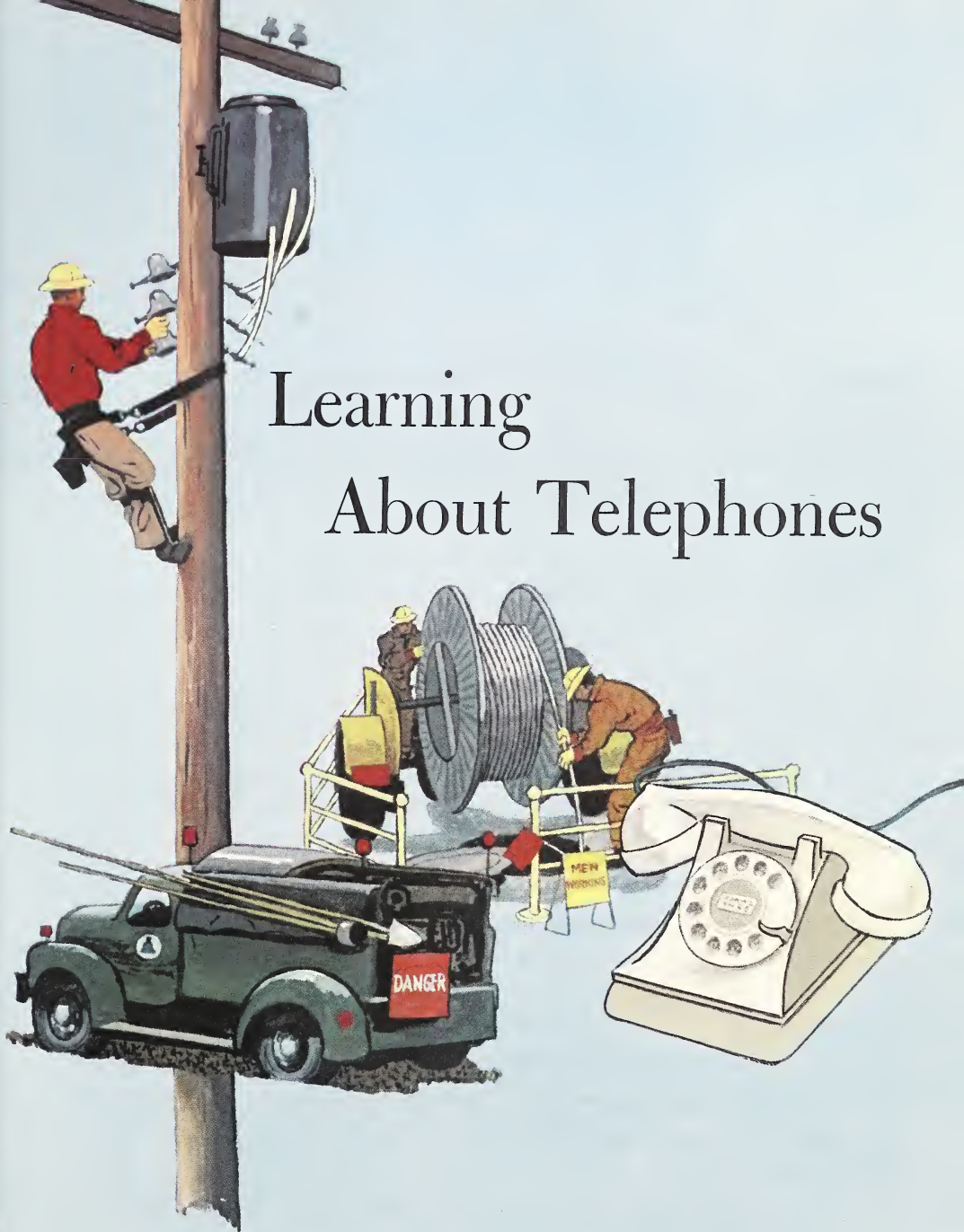
It made me feel very grown up.
I liked to help my father.
I liked living
in the tollgate house.”

The Two Turnpikes



- Look at these two pictures.
- Tell how each turnpike was built.
- The tollgates are not the same.
Why?
- Why did people need the old turnpike?
- Why do people need the new turnpike?

Learning About Telephones



Meeting Jerry's Father



Jerry came into the classroom.

"I came to school
in a telephone truck," he said.

"My father is fixing
the telephone lines near the school."

"What does he do
to the telephone lines?" asked Chester.

"When the telephone lines
do not work, he fixes them," said Jerry.

"My father is a telephone lineman."



“Is it hard to climb the telephone pole?” asked Mary.

“Not for my father,” said Jerry.

“We can go outside and talk with Mr. Black,” said Mrs. Green.

“We can ask him about his work.”

- Do you know how Jerry’s father climbs a telephone pole?
- What would you like to ask Jerry’s father?



"Hello, Mr. Black.

We want to talk with you
about your work," called Mrs. Green.

"Hello," called Mr. Black.

The First Grade watched Mr. Black.
He unfastened a big belt
from the pole.

He came down the pole very fast.



“What do you have on your legs?”
asked Mary.

“These are climbing irons,”
said Mr. Black.

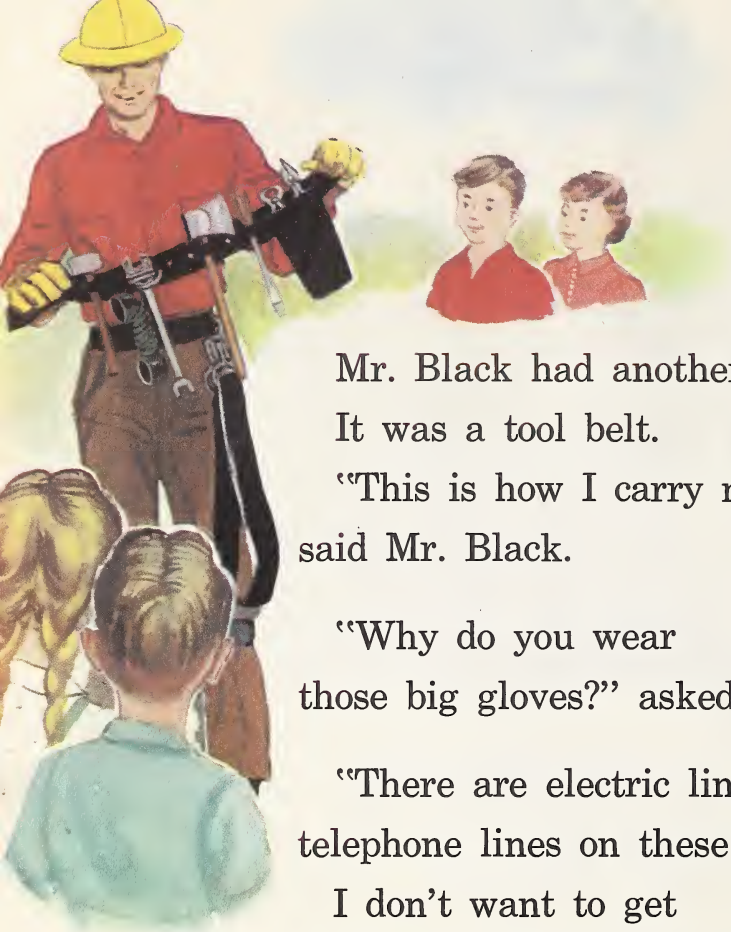
“They help me to climb the pole.
I dig the climbing irons
into the pole.

Then I don’t slip.

When I work, I fasten
my safety belt around the pole.

The belt keeps me from falling.

My hands are free to fix the lines.”



Mr. Black had another belt.

It was a tool belt.

"This is how I carry my tools,"
said Mr. Black.

"Why do you wear
those big gloves?" asked Chester.

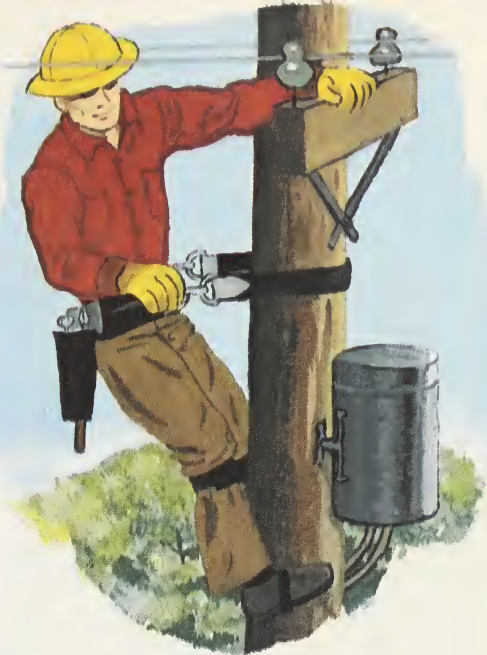
"There are electric lines and
telephone lines on these poles.

I don't want to get
an electric shock.

These gloves make my work safer."

"Will you show us how you climb
a telephone pole," asked Mary.

The children watched Mr. Black.



- Why can Mr. Black climb fast?
- What things make his work safer?

People Need Telephones

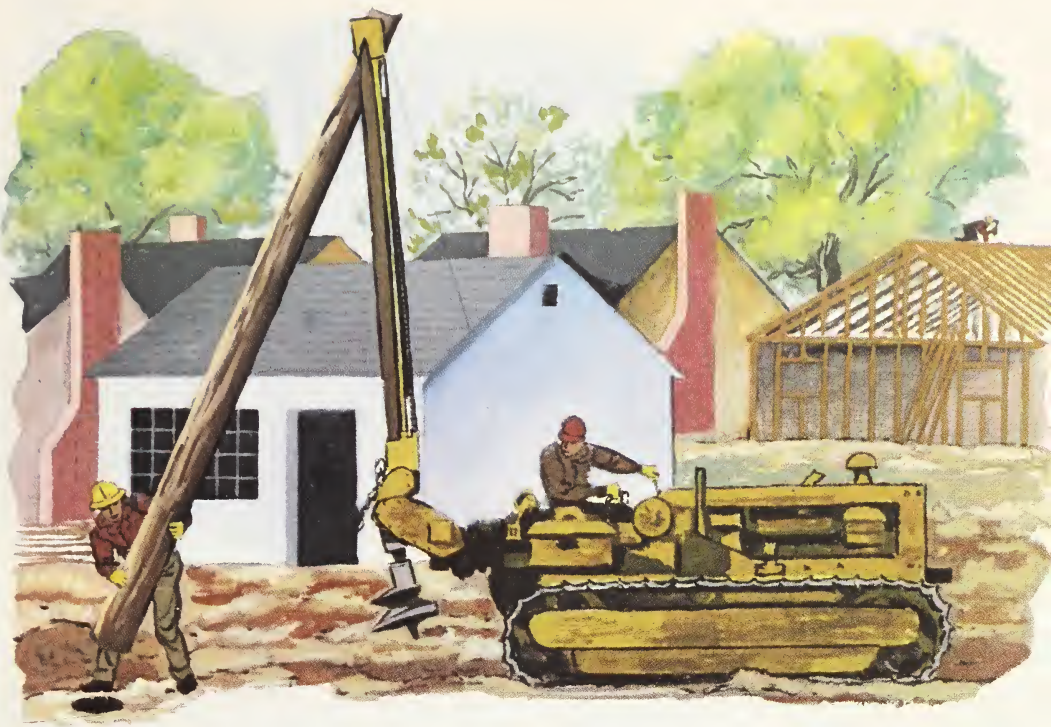


"A wind storm may blow the lines down," said Mr. Black.

"In winter, ice may break the lines.

When lines are broken, people cannot use their telephones.

We must fix the lines quickly.
People need telephones."



“We put up new telephone lines,”
said Mr. Black.

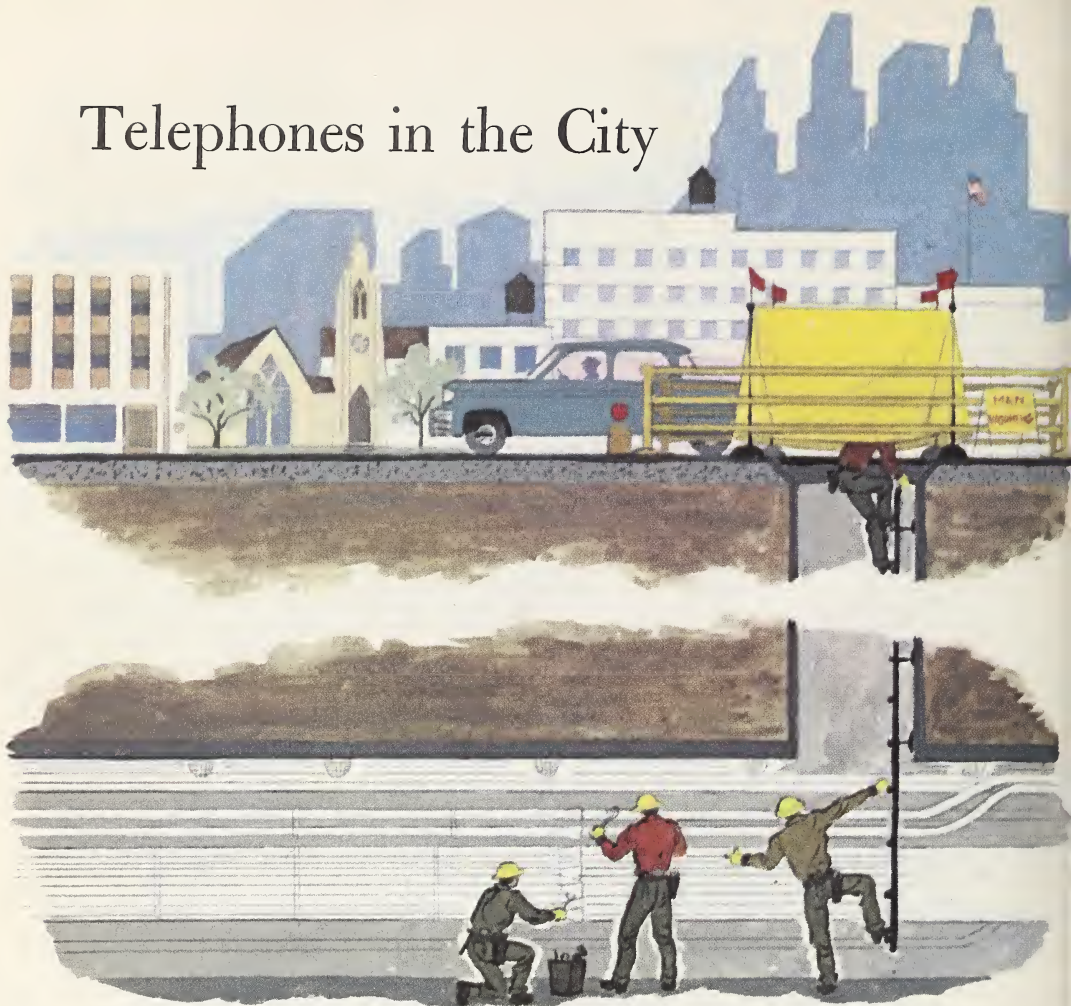
“People who build new houses
want telephones.

First we put up telephone poles.

Next, we put up
new telephone lines.

Then people can have telephones.”

Telephones in the City



- In large cities, telephone lines are under the ground. Why?
- Why is there a red and yellow cover over the manhole?

Mr. Black's Work

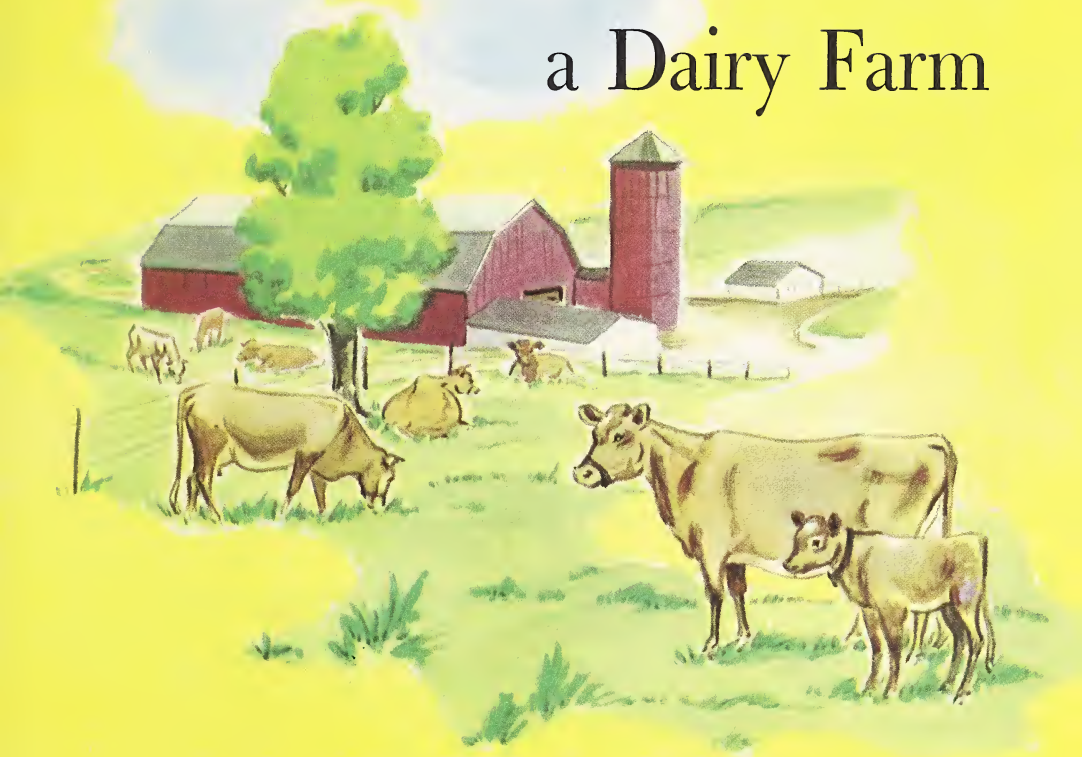


- The First Grade learned that Mr. Black's work is important.
- How does Mr. Black help people in his town?

Jerry's Family



Visiting a Dairy Farm



Sally's Farm



Mrs. Green had a letter.

"Sally's mother has asked us to visit their farm.

Would you like to go?"

"Yes," said all the children.

"What animals do you have on your farm?" asked Chester.

"We have cows," said Sally.

"My father has a dairy farm. He sells milk."



"We have other animals on our farm," said Sally.

"We have chickens and ducks. We have something that I am not going to tell you about. It is a surprise."

"Is it a dog?" asked Chester.

"Is it a rabbit?" asked Billy.

"No," said Sally.

"You will never guess.

You will have to come and see it."

There were many plans to make
for the trip.



Henry asked Mr. Ray
if they could go.

"Yes," said Mr. Ray.



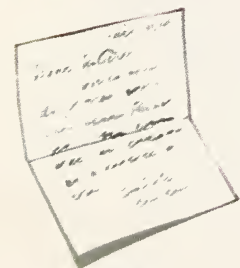
Everyone asked his mother
and father.

Every mother and father said, "Yes."



Mrs. Green asked for a school bus.

"I will drive you,"
said the bus driver.



They wrote a letter
to Sally's mother.

"We can come," the letter said.

The Trip to Sally's Farm



The First Grade was ready to go on the trip.

A big orange bus came up to the school.

Mr. Read, the bus driver, opened the door.

"I am ready to go," he called.

The bus went down the street and out of the town.

It passed many farms.



A man in a car was bringing mail
to the farms.

He put the mail in a mailbox
near the road.

"That mailman rides in a car,"
said Mary.

"Our mailman walks."

"In the country, houses
are far apart," said Mrs. Green.

"The mailman has too far to walk.
He must ride in a car."

- Do you know why the mailman
is putting up the red flag?



Soon the bus stopped
at Sally's farm.

Mr. Read opened the door.
"Here we are," he called.

Sally's Mother, Mrs. Brown,
was waiting for them.

"I am glad you could come,"
she said.

"Where are the cows?"
asked Henry.

"Where is the surprise?"
asked Chester.

"There is so much to see!"
said Mrs. Brown.

"We must hurry."

At the Farm



"Here is my father," said Sally.

"Hello," said Mr. Brown.

"Come, I will show you the farm."

"When you come back,
we will have a picnic,"
said Mrs. Brown.

Chester saw a tall round building.
"What is that building?" he asked.

"That is a silo," said Mr. Brown.

"We keep food for the cows
in the silo."

Mr. Brown took the children
inside the barn.

"Oh, look at the calf," called Mary.

"He is so little."

"He is a new calf," said Sally.

"What can we name him?"

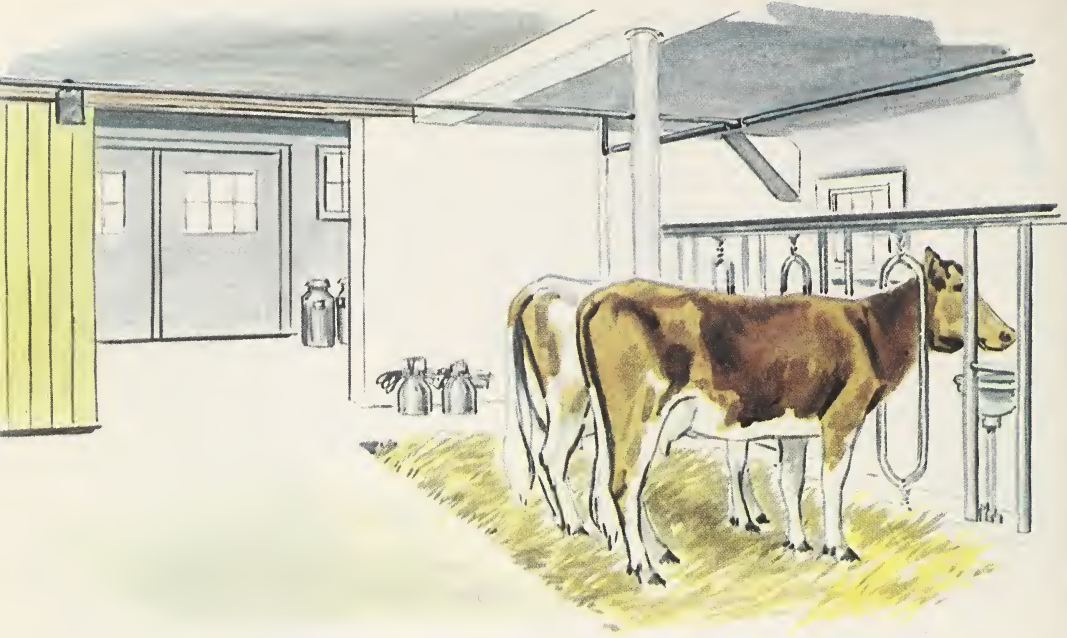
"We can name him Whitey,"
said Henry.

"Is Whitey the surprise?"
asked Chester.

"No," laughed Sally.

"Whitey is not the surprise."





"This is where the cows stay at night," said Mr. Brown.

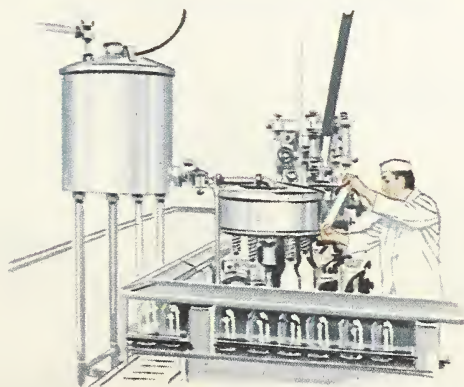
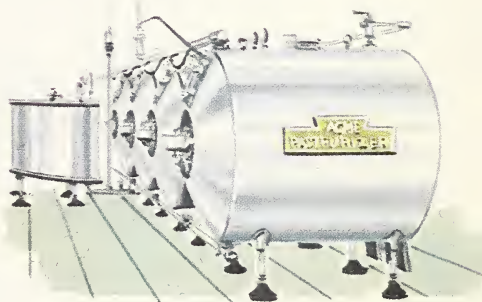
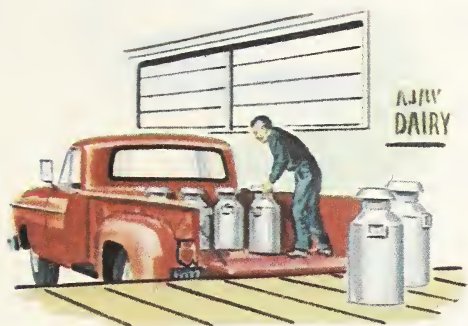
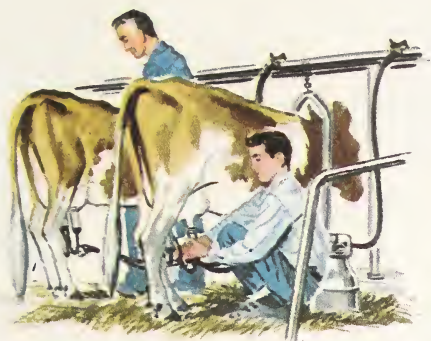
"Each cow has a stall.

The cows eat, sleep, and are milked in their stalls.

Each cow has a feed box and a drinking cup.

Every day we give the cows a clean bed of hay."

How We Get Milk



Sally's Surprise

"Everyone works on our farm,"
said Mr. Brown.

"Sally helps take care of
the chickens."

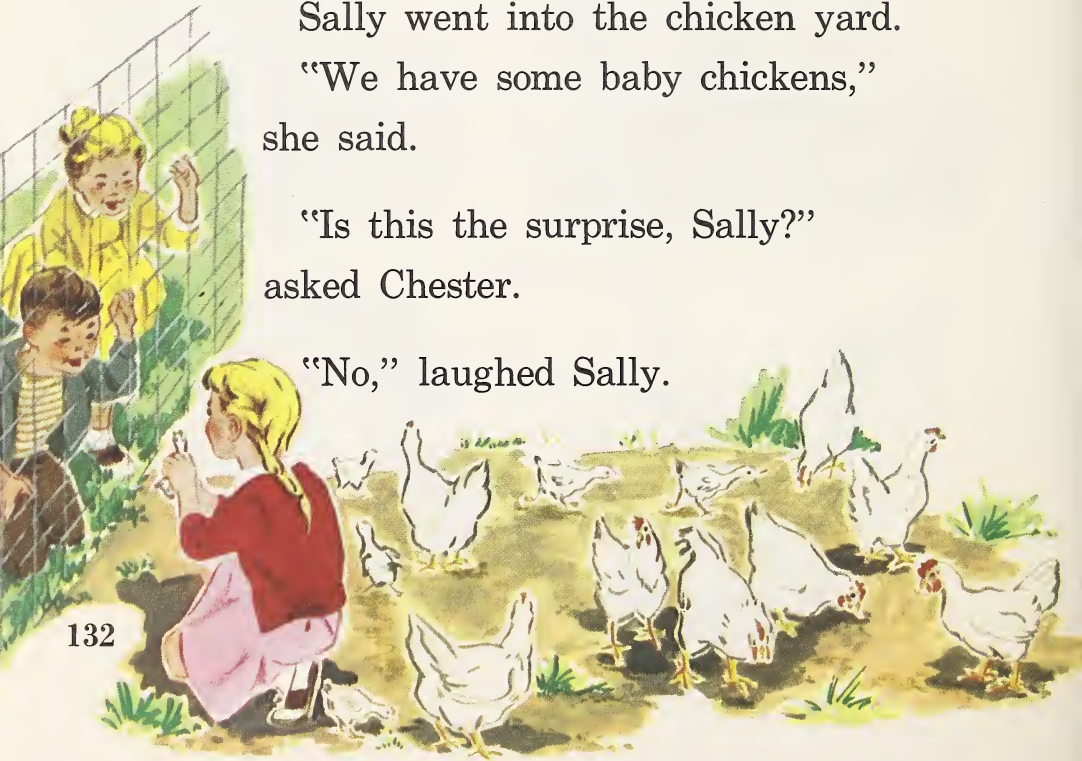
"She feeds them
and gets the eggs every day."

Sally went into the chicken yard.

"We have some baby chickens,"
she said.

"Is this the surprise, Sally?"
asked Chester.

"No," laughed Sally.





"Sally, can we see the surprise?"
asked Chester.

"Yes," said Sally.

"I will show it to you, now."

They all walked to the barn.

"Here is the surprise," said Sally.

"A goat and wagon!"

laughed Chester.

"Everyone will have a ride,"
said Mr. Brown.

"Two children can ride at once."

It was fun riding in the wagon.



"The picnic lunch is ready,"
called Mrs. Brown.

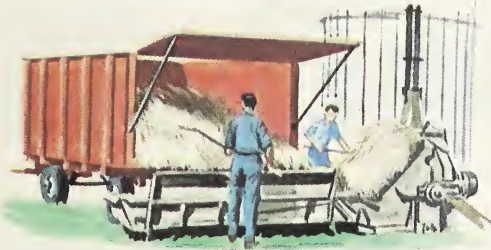
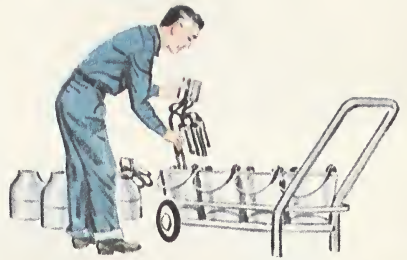
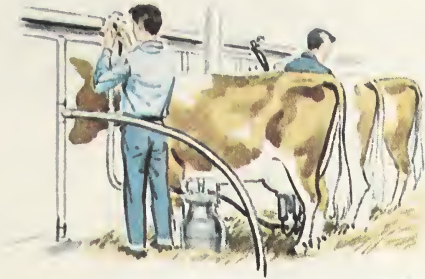
There were many kinds
of good things to eat on the table.
Everyone took a paper plate.

"Find a place to sit down,"
said Mrs. Brown.

"I will bring you some cold milk."

This was a good way to end
the visit to the farm.

A Day on the Farm



- What are the things that Mr. Brown must do each day?
- How does the Brown family help each other?



- What are the things that Mrs. Brown must do each day?
- How does the Brown family have fun on their farm?

FAMILIES ARE NOT ALL ALIKE

OUR
FAMILY
BOOK

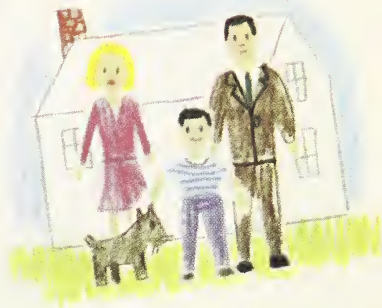


My Family



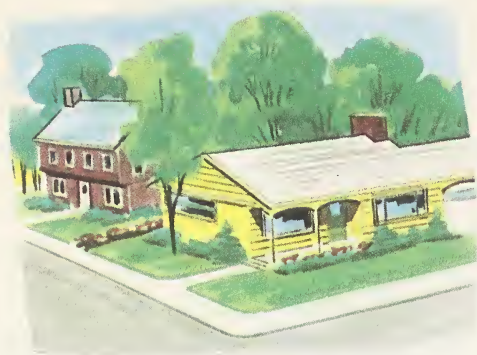
Sally's Family

Paul's Family

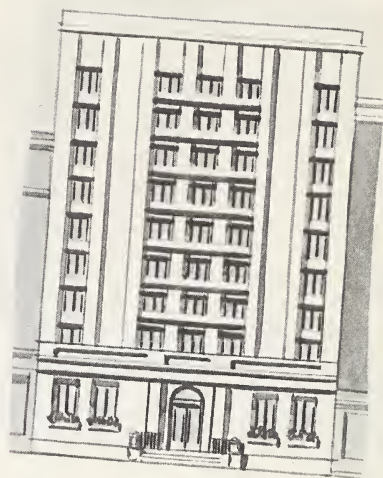


First
Grade
Family

FAMILIES LIVE IN MANY KINDS OF PLACES



Our families live in a town



Some families live in the city



Some families live in the country



The Lightfoot Family lives
where there is little rain

FAMILIES LIVE IN MANY KINDS OF HOMES



Chester's House



Billy's House



Lightfoot's House



Mary's House

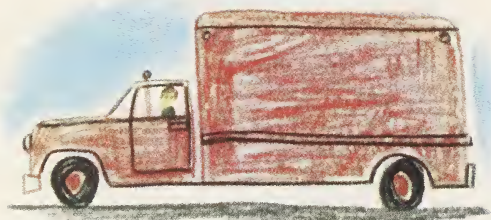


Jerry's House

Mr.
Clark's
House



MOTHERS AND FATHERS EARN MONEY
FOR THEIR FAMILIES IN MANY WAYS



Ginger's Father



Mary's Father



Tommy's Mother



Jerry's Father



Sue's
Mother



Henry's Father

PEOPLE IN FAMILIES HELP EACH OTHER



Sally's Family



Chester's Family



Lightfoot Family



Jeanne's Family



Tom's Family

IT IS GOOD TO BE PART OF A FAMILY



WORD LIST

Careful attention has been given to the readability of this text. Sentences are not complicated and are arranged so that ideas are easily followed.

Word selection has been geared to the reading level of the first grade reader. Special terms and phrases for conveying the social studies ideas have been used. These are listed below by the pages on which they first occur. Teachers may wish to introduce these words to the children before they meet them in the text.

Page Word or Term

5 learning
6 families
 middle
 sized
7 twenty-four
8 —
9 visiting
 visit
10 idea
 parakeet
11 picture
12 draw
 garage
13 —
14 plans
15 —
16 —
17 —
18 rubber
19 —
20 —
21 Cedar Street
 map
 yours truly
22 Cherry Street
 Second Street
23 —
24 —

Page Word or Term

25 First Street
 corner
 traffic light
26 —
27 —
28 —
29 —
30 gasoline
 tank
31 stick
 pulled
32 —
33 —
34 —
35 French
36 invite
37 France
 English
38 bonjour
39 Grand-mère
40 —
41 —
42 —
43 young
 careful
 forget
44 —
45 —

Page Word or Term

46 speak
47 napkin
 puffs
 candles
48 —
49 —
50 learned
51 —
52 sign
 matter
53 pipe
 plumber
 cellar
54 broken
55 important
56 —
57 streams
58 camping
 spring
 well
 faucet
59 —
60 pails
 hose
 siphon
61 —
62 —
63 pump

<i>Page</i>	<i>Word or Term</i>	<i>Page</i>	<i>Word or Term</i>	<i>Page</i>	<i>Word or Term</i>
64	—	92	dollars		fasten
65	Indian		machine		safety belt
66	kind		bank book	114	tool belt
67	Lightfoot Family	93	date		gloves
68	—	94	Drive-In		electric lines
69	—	95	steel		electric shock
70	basket		heavy	115	—
71	line		locks	116	break
	New Mexico		lighter door		quickly
72	—	96	robber	117	—
73	—		button	118	cities
74	—		police station		cover
75	watching		catch		manhole
	cornfield	97	—	119	—
76	—	98	—	120	—
77	—	99	—	121	dairy farm
78	Rain Dance	100	turnpike	122	—
	roof	101	eighty	123	chickens
79	—	102	seventy-four		guess
80	—	103	carriages	124	wrote
81	—		bumpy	125	passed
82	Long Ago		muddy	126	mail
83	bank	104	built		mailbox
84	bank teller		build		mailman
	counts		between		apart
85	bank guard	105	toll		flag
86	president		tollgate	127	waiting
	Sincerely	106	travel	128	picnic
87	—	107	grown up		silo
88	County Savings	108	—	129	calf
	Bank	109	telephones	130	stall
	shining	110	telephone lines		milked
	building		telephone lineman		feed box
89	suit	111	climb		drinking cup
	belt		telephone pole		clean
90	office		outside	131	—
	vault	112	unfastened	132	—
	savings	113	climbing irons	133	wagon
91	—		slip	134	paper plate

DATE DUE SLIP

	RETURN FEB 17 '95	32
DUE EDUC SEP 26 '91	RETURN FEB 03 '97	32
SEP 24 RETURN		
DUE EDUC MAR 03 '88	RETURN FEB 26 '96	'83
MAR 03 RETURN	RETURN JAN 29 '01	33
DUE EDUC APR 01 '88		3
MAR 26 RETURN		3
DUE EDUC AUG 03 '88		4
AUG 02 RETURN		N
DUE EDUC MAY 04 '92		
MAY 04 1992 RETURN		
DUE EDUC MAR 20 '93		
MAR 20 RETURN		
DUE EDUC FEB 1 '94		
RETURN FEB 14 '99		IRN
DUE EDUC FEB 24 '99		o

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